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ABSTRACT

This evaluation of reading programs funded by the Elementary and Secondary Education Act, Title I, in Vermont provided an assessment of the success of the programs. It was prepared to assist classroom teachers in improving instructional programs. The Prescriptive Reading Inventory was developed as a criterion referenced test to aid instruction. It was administered in September and May to nearly 5000 students. The results provided teachers with individual student prescriptions for instruction. Workshops were then held throughout the state to instruct teachers in the use of scoring reports and to assist them in setting up and managing an individualized instructional program. The findings of the evaluation show that growth occurred at all grade levels. Title I students in the lower grades showed greater growth on the average, than students at the higher grades. Student growth did not seem to be higher for objectives rated as having heavy instructional emphasis by teachers than for those having light emphasis objectives. (Author/AM)

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VERMONT ESEA TITLE 1
FINAL EVALUATION REPORT
1974-75

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I INTRODUCTION

Evaluation, as one component of an instructional program, has not attained its full potential for assisting decision-makers, primarily because it is still viewed as an extraneous activity by many. Evaluation generally has concentrated on supplying information to high level administrators, neglecting those most directly responsible for children in the schools. If an evaluation is to be made meaningful for improving the quality of the educational process, all decision makers within a school district must be served. This includes not only district administrators and boards of education, but also classroom teachers, building principals, and curriculum specialists.

Evaluation is generally accomplished primarily through the use of standardized achievement tests that provide content area scores which are compared with a national average or norm group averages. The grade equivalent unit of reporting is commonly used, which tells whether students have performed at, above, or below grade level. Although such information is valuable, it does little to help classroom teachers make decisions or plan more appropriate programs.

To make evaluation a more meaningful process, an assessment was conducted of ESEA Title I reading programs during 1974-75 by the Vermont State Department of Education, not only to evaluate the success of the programs but also to assist classroom teachers in improving instructional programs. The Prescriptive Reading Inventory, a criterion-referenced reading test published by CTB McGraw-Hill, was administered in September and May to nearly 5000 students involved in Vermont Title I reading programs. The results provided teachers with individual student prescriptions for instruction. Workshops were then held throughout the State to instruct teachers in the use of scoring reports and to assist them in setting up and managing an individualized instructional program. The results of this project are reported in this document.

II PROCEDURES

Request for Participation -- Summer 1974

The ESEA Title I staff in the Vermont State Department of Education contacted the various supervisory unions which had proposed Title I reading programs for the 1974-75 school year to participate in the PRI testing program. Forty unions agreed to participate in the program. These unions are listed in Appendix A. In addition, five unions agreed to test children in a school which was not involved in a Title I reading program to provide a reference group which might be used as a control.

Pretesting -- September 1974

The Prescriptive Reading Inventory (PRI) was administered in September to 3764 students (Grades 2-8) who were involved in supplemental reading programs supported through ESEA Title I. These tests were administered by local educators collected by the State Department, and sent out for machine scoring.

Pretest Feedback -- October 1974

Pretest data was returned to each participating district for use in planning learning programs. Such data included diagnostic maps for each student, class diagnostic maps, individual study guides, class grouping reports, objective mastery reports, and district summaries. These reports reclassified the seven PRI skill areas into four areas designed for Vermont which are more easily understood. These skill areas are: Word Attack Skills, Language Skills, Vocabulary and Comprehension.

Objective Ranking -- November 1974

The PRI series tests 90 reading objectives on four levels. Each level tests 35 to 40 of these objectives. Each participating supervisory union was supplied with a set of indices ranking the instructional emphasis (heavy, moderate, light) given each objective at each grade level. These indices represented the state average rankings from last year. The supervisory unions were asked to update these indices according to their own emphasis.

Workshops -- November 1974

A series of three similar workshops were conducted by a representative of the test publishers at three sites in Vermont; Essex Junction, Burke, and Woodstock. Three workshops concentrated on the use of PRI test results for diagnosing reading deficits, the use of prescriptions in planning reading instruction, ideas for a resource file supporting the PRI management system, suggestions for class organization and lesson planning, and suggestions for improving communications with the regular classroom teacher.

LEA Staff Interviews -- March & April 1975

A series of interviews were conducted by a State Department Administrative Intern in a randomly selected 25% sample of participating school districts. (N=10) and in all six reference schools to determine their perceptions of the project and solicit suggestions for improvements. In each district, the Title I contact person was interviewed, along with a randomly selected 25% sample of teachers and aides in each school who worked with Title I children.

Posttesting -- May 1975

Using the same procedures as in the fall pretest, the PRI was readministered as a posttest, each child taking the same level of the PRI as in the fall.

Posttest Feedback -- September 1975

The District Reporting Forms were completed for each school district and returned to them for analysis of their 1974-75 Title I reading program.

Prescriptive Reading Inventory

The present trend in education is to focus on maximizing the potential of the individual student. This trend has created new needs: nongraded classrooms and schools, methods for determining the needs of individual students, and individualized instruction to meet those needs.

The criterion-referenced test was developed to help meet these needs. Rather than comparing a student's performance with that of a national group in a broad subject area, a criterion-referenced test evaluates a student's mastery or non-mastery of explicit educational objectives that are stated in behavioral terms. Every test item is conceived to test mastery of these objectives.

An educational objective defines an intended outcome of instruction. Stated in behavioral terms, it describes the specific ways in which a student's behavior is expected to be changed by instruction in the classroom. It identifies the behavior, defines the conditions under which the behavior is to occur, and often describes the criterion, or standard, of acceptable performance. Thus, a criterion-referenced test is an inventory of desired student behaviors in a subject area.

PRI is intended to offer an inventory of the reading behavior of students throughout the elementary school years. The objectives measured are those typical of reading curricula across the nation. The test comprises four successive levels as follows:

Level	Grades
Red (A)	1.5 - 2.5
Green (B)	2.0 - 3.5
Blue (C)	3.0 - 4.5
Orange (D)	4.0 - 6.5

Ninety objectives are measured by the test with considerable overlap from level to level. The number of objectives measured at each level is Red--34, Green--41, Blue--42, and Orange--38. Each objective is measured with three or four items.

PRI does not provide a means for comparing student performance with that of a standardization sample or norm group. Rather, it is designed to provide evaluation relevant to classroom instruction. That is, it shows which objectives the student has mastered and which objectives the student needs to review to progress in reading. In addition, PRI encourages practical use of this information by prescribing classroom instruction that can result in substantial remediation in areas in which the student is deficient.

Report Forms

Individual Diagnostic Map

Each student's performance on PRI was reported on an Individual Diagnostic Map. Two individual diagnostic maps were used in the project. The first map is a standard part of PRI; the second is a customized map that organizes test results into a special format and reports in the areas of vocabulary, comprehension, word attack skills, and language skills. Appendix B contains samples of the two maps.

Prescriptions

The individual diagnostic maps were accompanied by individual prescriptions keyed to textbooks designated by district personnel. Appendix C contains a sample prescription.

District Summaries

The number and percentage of students mastering each objective (by grade and test level) were reported for each supervisory union and the total state on the summary District Diagnostic Map. A special Vermont form was developed to report on the four skills areas previously mentioned. Appendix D contains a sample district summary.

District Reporting Form

Appendix E contains the set of forms and instructions developed for each supervisory union to report pretest and posttest results. The forms were made into a booklet, and one booklet was supplied for each grade.

IV ACADEMIC FINDINGS

Section IV reviews the results of the 1974-75 PRI test programs for the total state population, rather than isolated data from individual supervisory unions. The analysis covers only Title I students who took both the pretest and posttest. Where the analysis treats results from grade and PRI levels separately, those levels where less than 25 students on a statewide basis were involved, were not included.

Grades Tested by PRI Level

In Section III the suggested grades were given for the four PRI levels. Because the Title I students are below-average achievers in reading, teachers were allowed to select that PRI level which they felt was most appropriate for each child in their class. In some cases, different children in a class were tested with three levels of the PRI. The actual range of grades tested with each level of the PRI is shown below:

PRI Level	Suggested Grades	Actual Grades Tested
Red	1.5 - 2.5	2,3,4,5,6,7
Green	2.0 - 3.5	2,3,4,5,6
Blue	3.0 - 4.5	3,5,6,7,8
Orange	4.0 - 6.5	5,6,7,8

Table 1 lists, by grade and PRI level, the number of matched cases (students who took both the pretest and posttest) and the percentage that this number represents of the pretest population. For example, in Grade 2 Red there were 438 matched cases which represent 73% of the 603 children who were pretested.

Ranking of Objectives

In the fall, each supervisory union was supplied with a set of indicies ranking the instructional emphasis given each PRI objective at each grade level. These indicies represented the state average rankings from the previous year. The rating scale of 1-5 was defined as follows:

A rating of "1" indicates an objective crucial to the reading process for Title I students, and one that teachers strive to teach for mastery at each grade level where this rating is assigned.

A rating of "2" indicates an objective of great importance and one that the teachers will strongly emphasize in their instruction.

A rating of "3" identifies an objective of moderate importance and one to which teachers will give some emphasis in their instructional activities.

A "4" rating signals an objective that has little importance to the reading process for Title I children and one that the teacher will include on a time available basis only.

A "5" rating indicates an objective of no importance to the Title I student and one that the teacher will not teach at the grade where the rating is given.

An "X" rating indicates an objective which is not tested by that particular PRI level.

Each district was asked to update these statewide rankings according to their own reading program emphasis. State averages were again calculated, based upon the revised ratings supplied by participating district. Although individual districts indicated their own emphases varied from the state as a whole, the state averages did not change for any of the objectives. To simplify the rating scale, the 5 point scale was condensed into a 3 point scale, with "1" and "2" ratings being combined into a "heavy emphasis" category, "3" and "4" ratings being combined into a "moderate emphasis", and "5" ratings being identified as "light emphasis".

Table 2 reports the number of objectives receiving heavy, moderate and light emphasis for each grade and PRI level which was used to test 25 or more students on a statewide basis. It is interesting to note that the relative number of objectives receiving light emphasis increases somewhat as the grade levels become higher. In each case, however, the numbers of objectives receiving high and moderate emphasis far outweighs the light emphasis, supporting the content validity of the PRI for Vermont Title I students.

The rating indices for each objective, by grade and PRI level are presented in Appendix F.

Classification of Objectives

Using the Vermont classification of PRI objectives into four skill areas (word attack, language, vocabulary, and comprehension), Table 3 indicates the number of objectives in each category measured by each PRI level. The table shows the percent of vocabulary objectives remains fairly constant through the PRI levels, the percent measuring comprehension increases, those measuring language skills decrease, and those measuring word attack skills decreases slightly except at the Green level.

Test Results

Figure 1 graphs the PRI pretest and posttest scores for all Title I children, for each of the four skill areas. Growth over the year from September to May is shown by the difference between the pre and post scores. The scores represent the average percent of emphasized objectives mastered by Title I children. The graph shows a relatively constant growth for each skill area of between 23% and 28%. The three skill areas of word attack, language, and vocabulary show relatively equal degrees of mastery for both pre and post scores, but comprehension scores lag 15% to 20% below the other three.

Figures 2 through 8 show the same information as Figure 1, except that they are presented by grade and PRI level. At each grade level and each PRI level, comprehension subscores lag behind the other three skill area scores. The reader should note that where two levels of the PRI were used at the same grade level, as in grade 3, the scores of one level are in each case somewhat higher than the other. This represents the increasing difficulty of the PRI through the levels, from red through green and blue to orange.

The PRI results are presented in an alternate manner in Tables 4 through 15. Each table presents the results for one grade level and one PRI level. For each of the four skill areas and the total score, each table lists the average number of objectives receiving instructional emphasis (heavy or moderate) from the objective ranking; the number and percent of objectives mastered by each student, on the average, on the pretest and posttest; the average gain; the maximum possible gain (difference between the total number of objectives and the pretest score); and the percent of maximum possible gain (the actual gain divided by the maximum possible gain). Such a calculation assumes that a student who failed to achieve mastery on the posttest did not master the objective on the pretest.

It is interesting to note that the percent of maximum possible gain achieved for the total test decreases steadily as one moves from grade 2 (67%) to grade 8 (18%).

Figures 9 through 19 show the percent of mastery of emphasized objectives for each grade and PRI level, broken down by objective. The lower end of the bar graph represents the pretest score, the upper end the posttest score, and the length of the bar the gain. In those cases where the pre score is higher than the post score, it is indicated by a downward pointing arrow next to the bar. Those objectives which received a heavy emphasis rating are shown in black, those which received a moderate emphasis rating are shown in narrow stripe, and those receiving a light emphasis are shown in wide stripes. For each grade level as well as the total state scores, there were not more than one or two percentage points difference in the gain scores, when comparing objectives with a heavy emphasis, those with a moderate emphasis, and those with a light emphasis.

Appendix G presents a series of matricies, one for each grade and PRI level, which plot the percentage of students mastering each objective (in 20% increments) against the degree of instructional emphasis of the objective (heavy, moderate and light). All objectives are catagorized by skill level: W= word attack; L= language; V= vocabulary; and C= comprehension. Each cell hence shows how many objectives of each skill category with the indicated emphasis were mastered by the indicated percentage of students. For example, on the first matrix (2 Red), the upper left cell shows "L=1, C=2", indicating that one language objective with a heavy emphasis was mastered by between 0 and 20% of the students, while 2 comprehension objectives with a heavy emphasis were mastered by 0-20% of the students. At the bottom of each matrix, the totals indicate the percent of emphasized objectives for the given grade and PRI level, by skill category, which were mastered by varying percents of students. These matricies can be useful in calling attention to those objectives which need the greatest amount of attention, which are represented by the cells in the upper left portion of the matrix (heavy emphasis, low degree of mastery). The cells in the lower right represent objectives which require little attention (light emphasis, high degree of mastery). The cells in the upper right indicate heavy emphasis and high degree of mastery, while those in the lower left indicate light emphasis and low degree of mastery.

The most significant trend to be found in an analysis of those matricies is that comprehension objectives consistently are mastered by fewer numbers of students than objectives in the other three skill areas, at all grade levels and all degrees of instructional emphasis.

For those readers who have an interest in a more detailed analysis of the PRI results, Appendix H provides a series of scatter plots for each grade and PRI level, and for each of the four skill areas. Each plot gives a visual presentation for each objective, showing how the pretest and posttest levels of mastery compare. A point, with the accompanying objective number, is placed at the intersection of the pretest score and posttest score. For example, on the scatter plot for 2 Red - Word Attack, objective 3 shows a pretest percent of mastery of 28% and a posttest of 75%.

The following will help guide the reader in his interpretation:

1. The farther above the diagonal line that a point is located, the greater the percentage of student mastery on the posttest compared to the pretest.

2. The farther to the right that a point is located, the greater the percentage of student mastery on the pretest. Therefore, the potential for gain from pretest to posttest is smaller.

3. The farther to the left that a point is located, the lower the percentage of student mastery on the pretest. Therefore, the potential for gain from pretest to posttest is greater.

4. Any point on the line shows no gain from pretest to posttest.

5. Any point below the diagonal line indicates a loss from pretest to posttest.

Control Factor Analysis

Figure 20 and Table 16 present the average percent of emphasized objectives mastered on the pretest and posttest by grade level. Both the figure and table show a direct decrease in gain scores from lower grade levels to higher. Grade 2 shows a gain of 45%, while grade 8 shows a gain of 9%. It is interesting to note that posttest scores also decrease from lower grades to higher grades, with the slight exception of grade 6, while prescores generally show an increasing trend from lower to higher grade. It must be remembered, however, that the scores are derived from four different levels of the PRI, and generally older children took a more difficult level of the test.

Figure 21 presents the average percent of maximum possible gain, broken down by the average amount of time per day that students spend in a Title I reading program. There seems to be little difference in the percent of maximum possible gain achieved by students according to the length of time they spend in a supplemental reading program. Children who were involved in supplemental reading programs from 36 to 45 minutes per day scored slightly higher (55%) than children who were in the program from 26 to 35 minutes (48%) or children who were in from 15 to 25 minutes (49%). Children who were in supplemental reading 46 or more minutes tended to score lowest of all groups (44%), although this group average represents only 59 children. The grade distribution in each of these time groups were relatively equal, so that the grade level factor should not be influencing these results.

A third comparison was made of the average percent of maximum possible gain against per pupil Title I expenditures for the various projects. Again there seemed to be relatively little influence by the amount of money a project spent per pupil, as illustrated by Figure 22. Those projects spending between $200 and $300 per pupil showed a 5% increase in maximum possible gain scores over those projects spending less than $100 per pupil, and scored 1% less than projects spending between $100 and $200. Those projects spending over $300 per student actually scored 9% lower than those projects spending less than $100.

A forth comparison was also projected, comparing the gain scores against various types of project designs. However, the evaluator was unable to perform the comparison since the number of projects whose design did not include a remedial type reading teacher was so small as to make comparisons meaningless.

Reference Group Comparison

A group of six Vermont schools which were not involved in Title I reading programs were selected at the beginning of the 1974-75 school year to be reference schools. These six schools, with approximately 500 students total, were invited to participate and the PRI was administered to students, pre and post, at the same time as it was administered to the Title I students. The intent was to provide a reference group of students against which the gains on the PRI of Title I children could be compared. An exhaustive attempt was made to match reference and Title I schools, using the control factors of type of regular reading program used, amount of time students normally spend in regular reading programs, size of school and community, and type of community. It was then intended to match individual students from matched classrooms on the basis of both total PRI prescores and the subscores from the skill areas.

Several factors made the matching process very difficult:

1. Some reference schools used reading programs not commonly used in other Vermont schools.
2. Reference schools tended to use higher levels of the PRI than Title I schools.
3. Reference children tended to score higher on the pretest than Title I children.
4. In some instances matched reference schools and Title I schools tested different grade levels.

After attempting numerous matches, the evaluator was only able to produce 11 matched pairs of students who met the above listed criteria. This number of matched pairs is obviously too small to draw any conclusions. It is interesting to note, however, that in 10 of the 11 matched pairs, the Title I student showed a greater gain from pretest to posttests, and the average gain in objectives mastered for Title I children was 9, compared to the average gain of 1 for reference students.

A more gross comparison of reference and Title I children was made, comparing pre and post percentage scores for each grade level between the two groups. Figure 23 shows a comparison of pre and post scores for Title I children, by grade level, compared to the group of reference children judged by their teachers to be "average" readers. The lower end of each bar on the graph represents the Title I group score, while the top represents the reference "average" reader group score. For example, the grade 2 pretest bar shows a Title I group score of 33 and a reference group score of 67.

The most interesting trend apparent from this figure and analysis is the comparison of the gap between Title I and reference students from pretest to posttest. At each grade level, except grade 3, the gap between the two groups had decreased from pretesting to posttesting, indicating that Title I students over the year have gained in reading ability, as measured by the PRI, relative to this group of average readers. Except at the grade 2 level, the test scores are not extreme enough to create a "peak effect". At grade 7, the Title I students actually scored higher on the posttest than did the reference group. This comparison tends to support a central tennet of the Title I program, that the gap in basic skills between deficient students and average students be decreased.

PRI Item Analysis

In an effort to provide a guide for teachers in terms of which PRI items are of greatest importance to the ability to read, an item analysis was completed on the PRI, comparing those reference students who were judged by their teacher to be above average readers with those reference students judged to be below average readers. Table 17 lists the results of this item analysis.

The first comparison lists those objectives mastered by at least 67% of the good readers, but less than 33% of the poor readers. These are objectives which tend to differentiate most between good readers and poor readers, and, hence, would seem to be of greater importance to the ability to read than other objectives. As shown by the totals, comprehension objectives most often appear in this group on a percentage basis, while word attack objectives appear least often.

The second comparison was to determine which objectives were mastered by at least 67% of both good and poor reader groups. These are the objectives which tend to differentiate least between good and poor readers. A look at the totals shows that vocabulary objectives, on a percentage basis, most often are in this group, with word attack and language next. Comprehension objectives occur least in this group.

The last comparison made was of those objectives which were mastered by less than 33% of the good readers. These tend to be items that a person need not have mastered in order to read well. Comprehension objectives were the only ones found in this group.

Table 1

NUMBERS OF MATCHED CASES AND THEIR PERCENTAGES OF THE PRETEST POPULATION, BY GRADE LEVEL AND PRI TEST LEVEL

Grade	PRI Level	Number Taking Both Pre and Posttests	Number Taking Pretest	Percentage Match
2	Red	438	603	73%
3	Red	266	348	76%
3	Green	291	444	66%
4	Green	454	663	68%
5	Green	174	230	76%
5	Blue	244	368	66%
6	Green	61	94	65%
6	Blue	279	370	75%
7	Blue	93	146	64%
7	Orange	101	168	60%
8	Blue	73	111	66%
8	Orange	126	219	58%
TOTAL		2600	3764	69%

Table 2

INSTRUCTIONAL EMPHASIS PLACED ON PRI OBJECTIVES

Grade	PRI Level	Number of Objectives Measured	Number Receiving Heavy Emphasis	Number Receiving Moderate Emphasis	Number Receiving Light Emphasis
2	Red	34	17	14	3
3	Red	34	19	11	4
3	Green	41	18	17	6
4	Green	41	19	17	5
5	Green	41	15	22	4
5	Blue	42	17	15	10
6	Green	41	18	19	4
6	Blue	42	23	11	8
7	Blue	42	23	12	7
7	Orange	38	20	7	11
8	Blue	42	23	11	8
8	Orange	38	20	7	11

Table 3

NUMBER AND PERCENTAGE OF PRI OBJECTIVES
MEASURED IN EACH SKILLS AREA

PRI LEVEL	NUMBER OF OBJECTIVES MEASURED	WORD ATTACK SKILLS		LANGUAGE SKILLS		VOCABULARY		COMPREHENSION	
		NUMBER	PERCENTAGE OF TOTAL	NUMBER	PERCENTAGE OF TOTAL	NUMBER	PERCENTAGE OF TOTAL	NUMBER	PERCENTAGE OF TOTAL
Red	34	6	18%	11	32%	5	15%	12	35%
Green	41	11	27	8	20	6	15	16	39
Blue	42	4	10	7	17	9	21	22	52
Orange	38	4	11	3	8	7	18	24	63

Figure 1

AVERAGE PERCENT OF EMPHASIZED OBJECTIONS MASTERED ON PRETEST AND POSTTEST, AND GROWTH, BY SKILL AREA

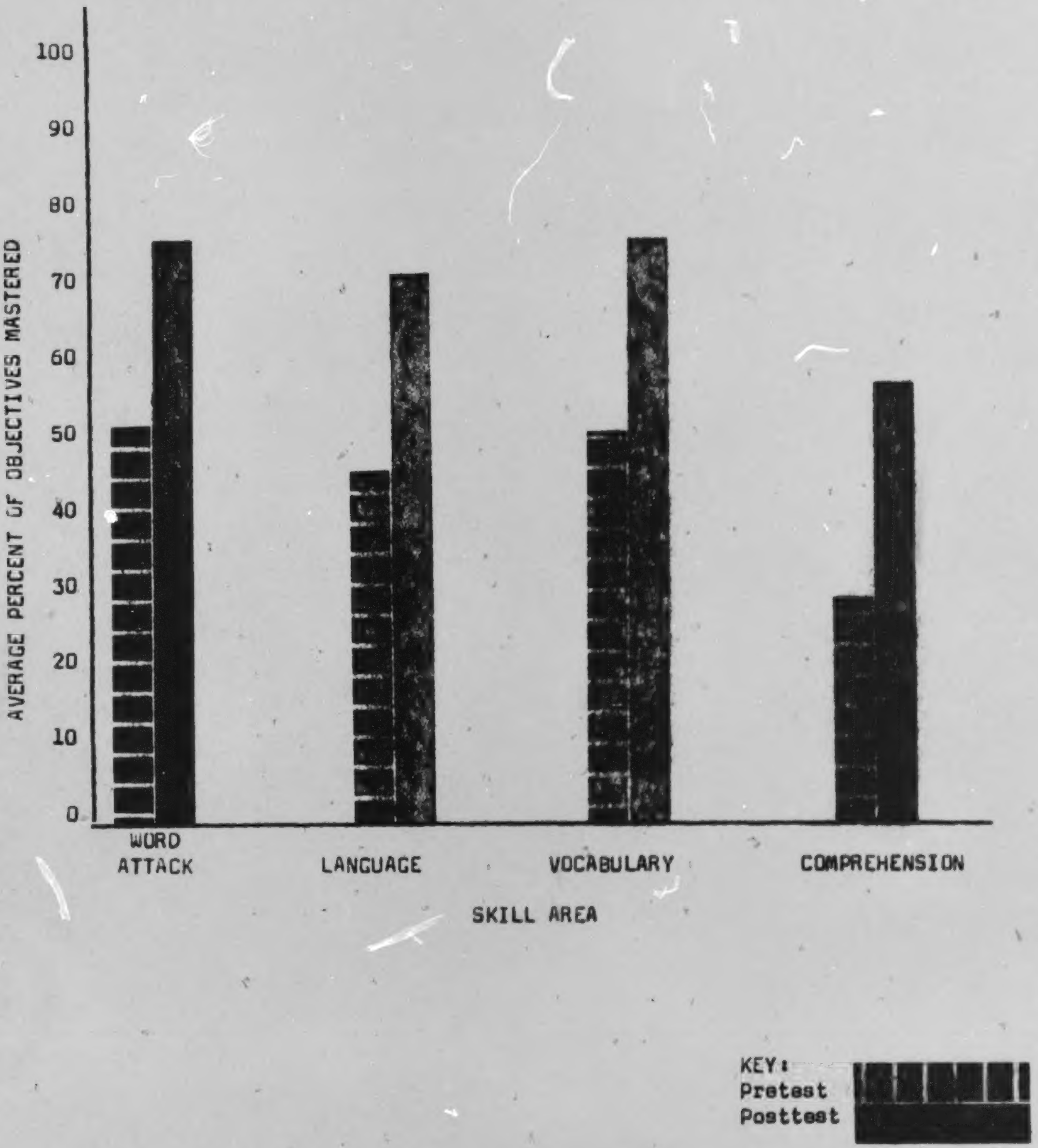


Figure 2

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 2
PRI Red Level
Number of Students - 438

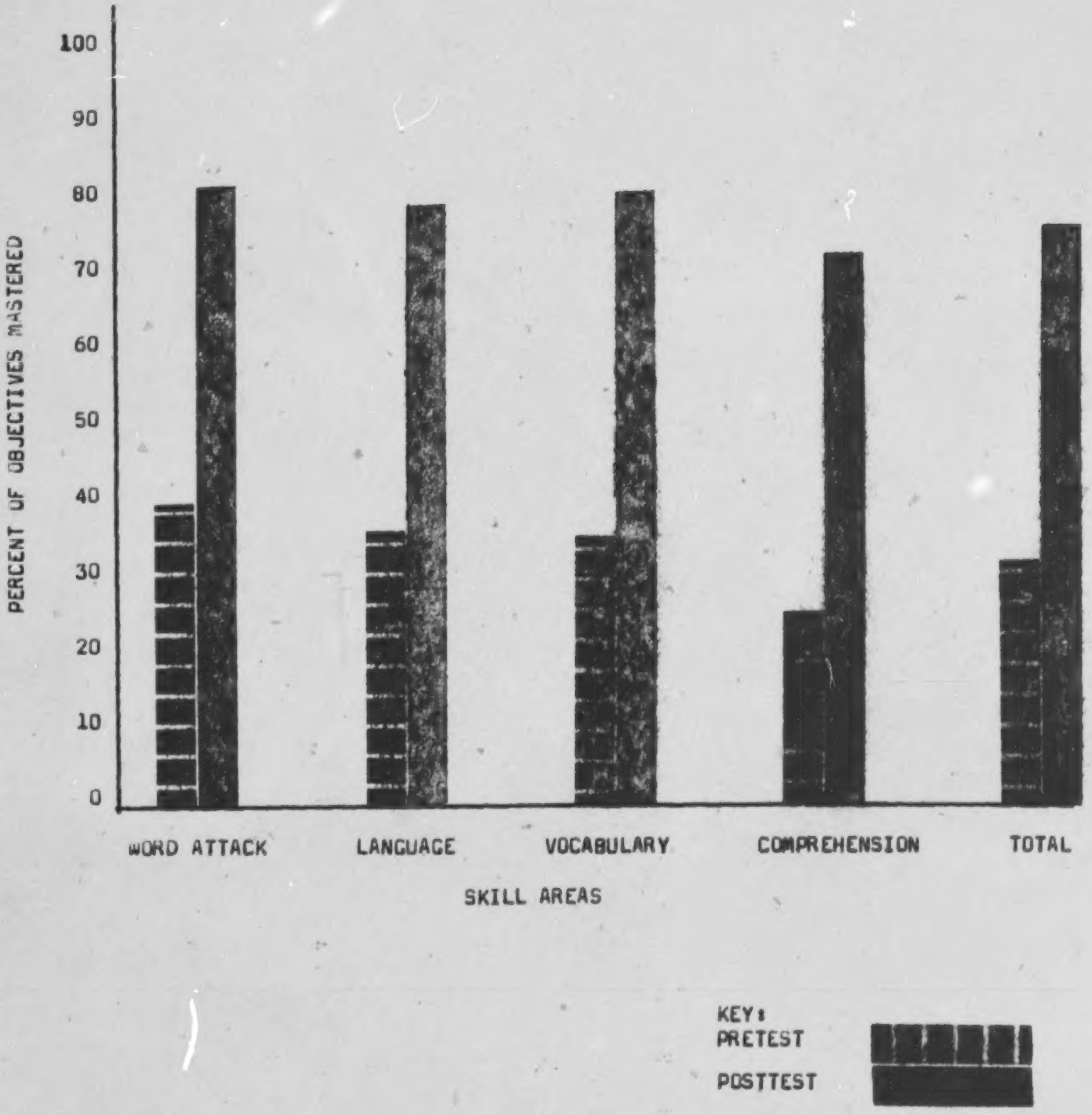


Figure 3

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 3
PRI Red Level
Number of Students 266

PRI Green Level
Number of Students 201

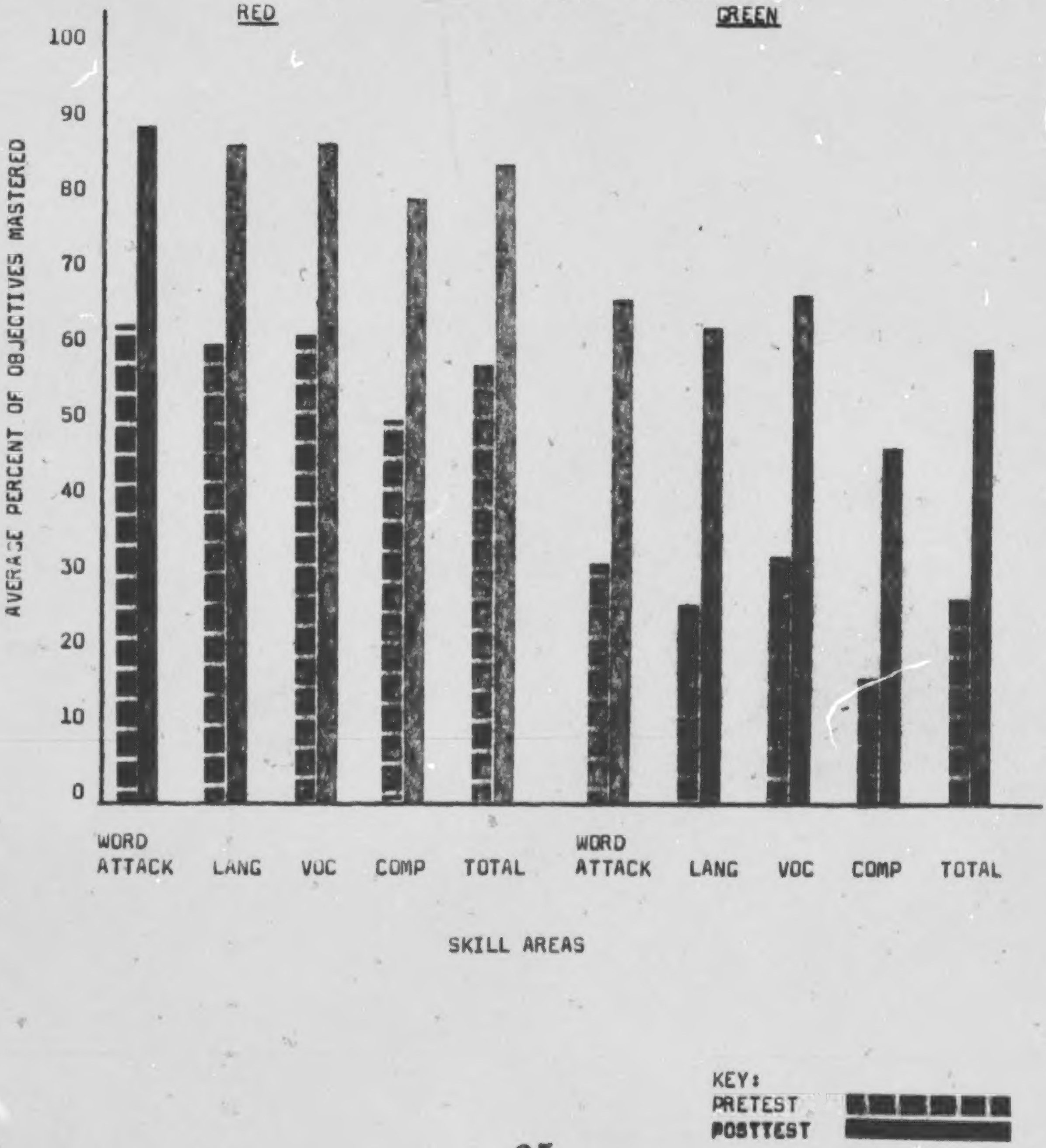


Figure 4

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 4
PRI Green Level
Number of Students 454

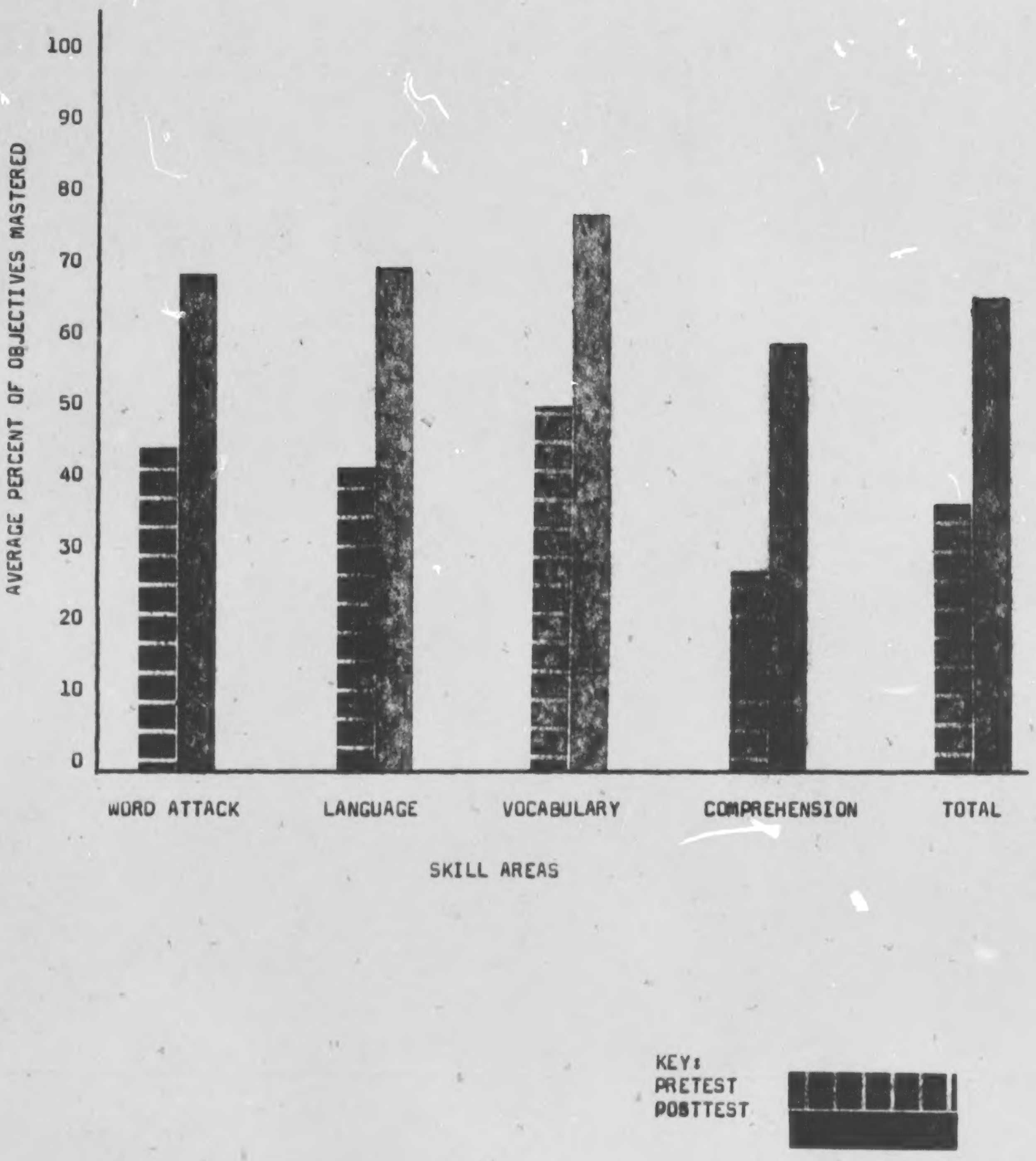


Figure 5

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 5
PRI Green Level
Number of Students 174

PRI Blue Level
Number of Students 244

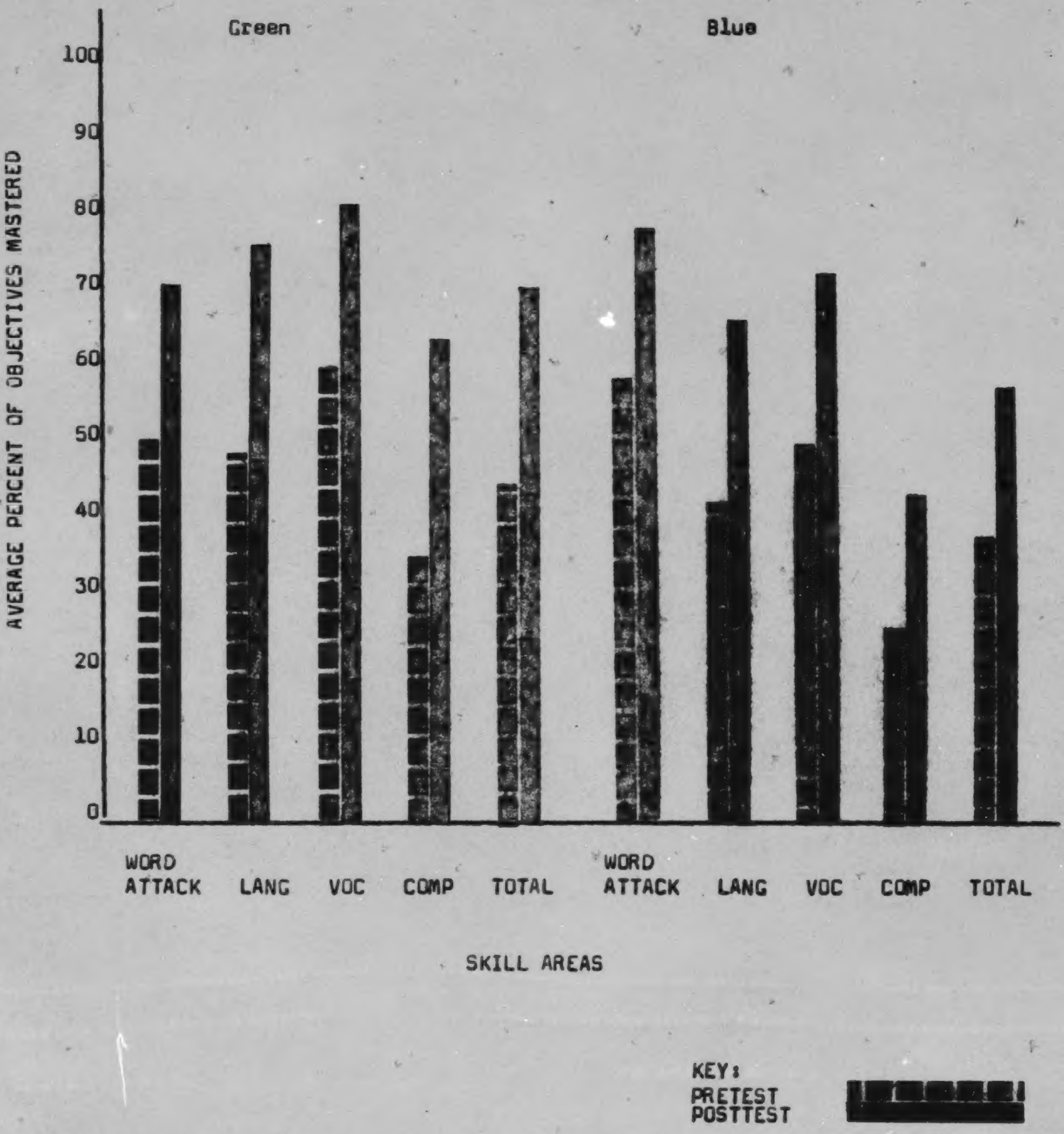
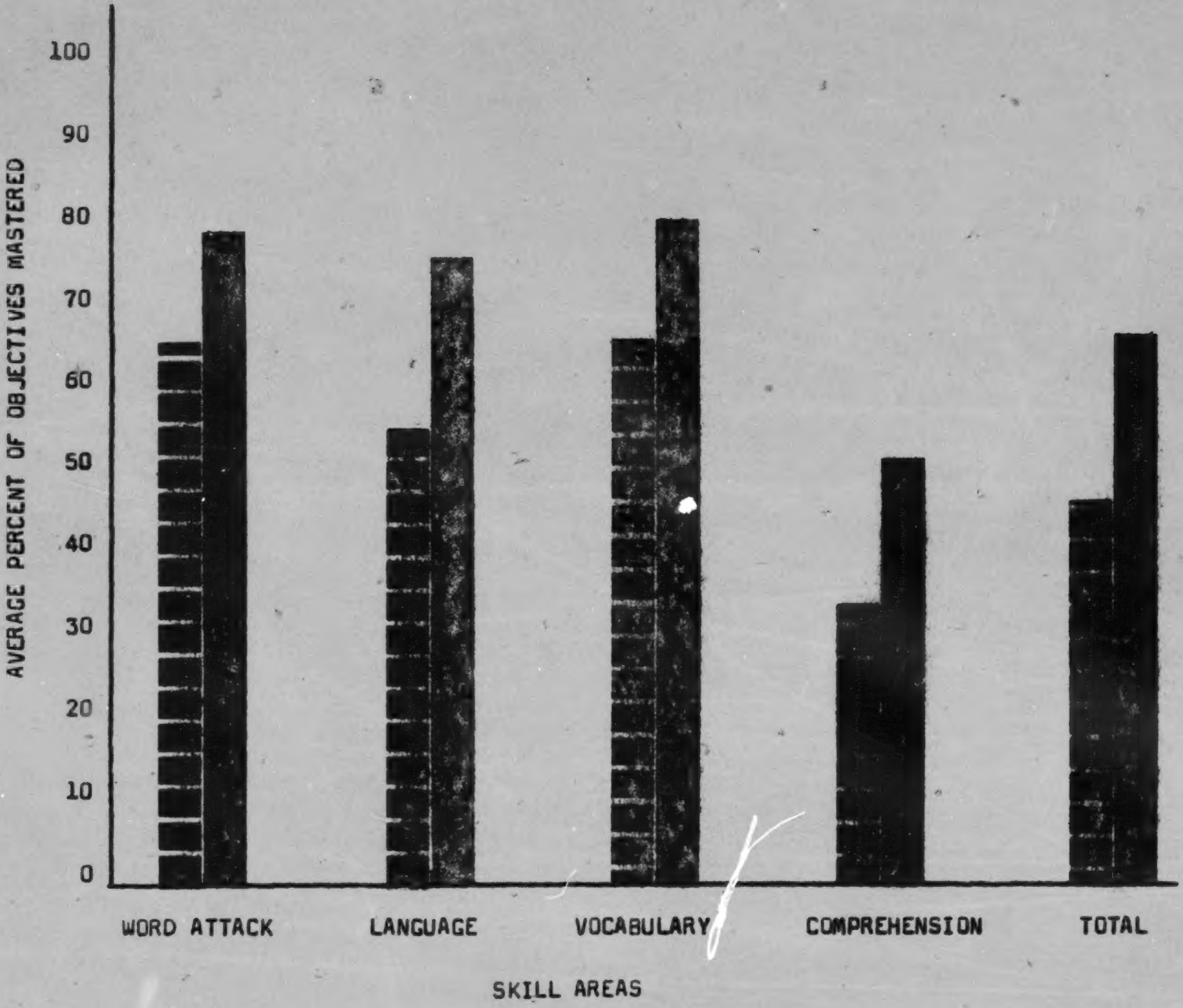


Figure 6

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 6
PRI Blue Level
Number of Students 279



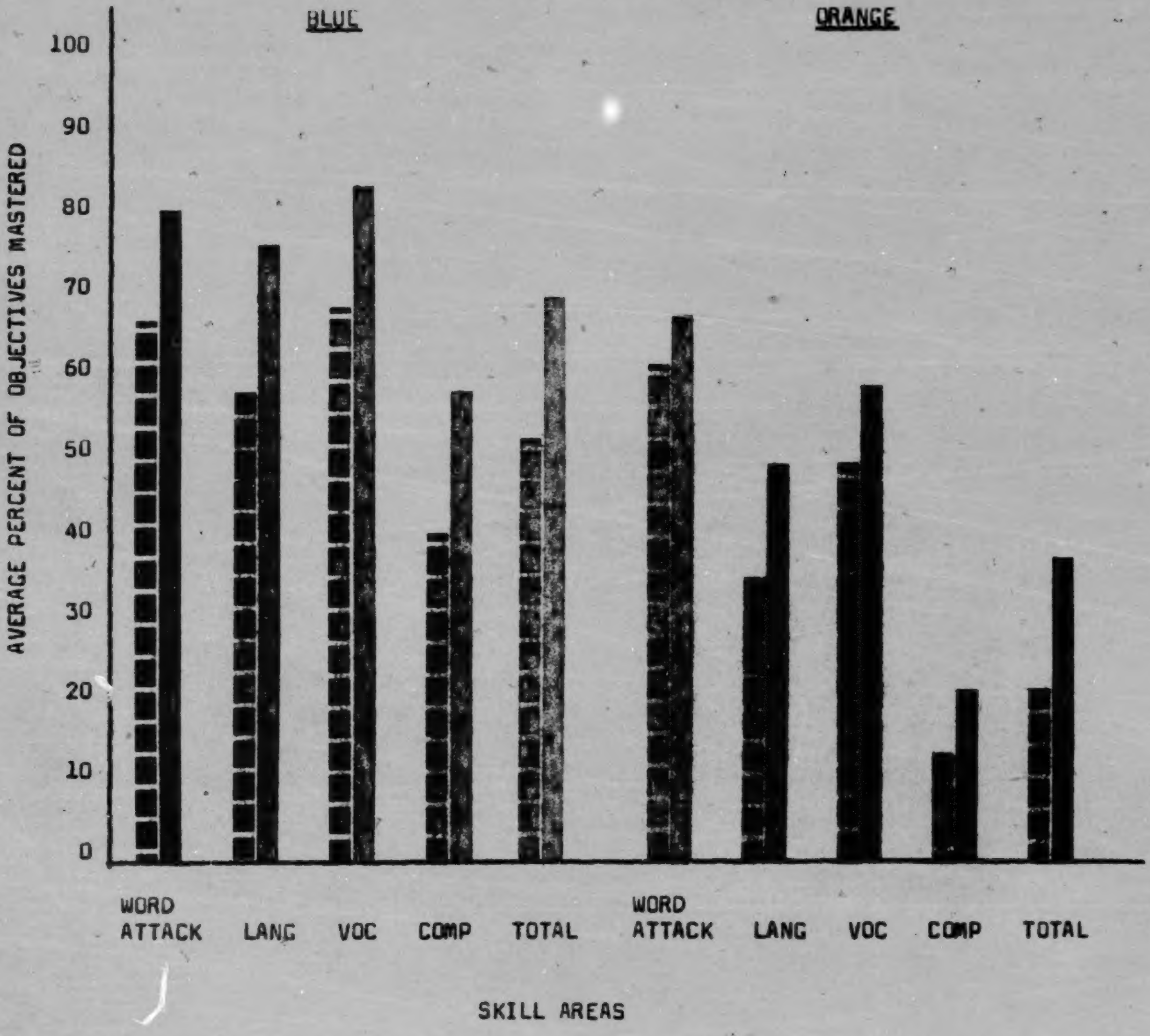
KEY:
PRETEST ▤
POSTTEST ■

Figure 7

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED
ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 7
PRI Blue Level
Number of Students 93

PRI Orange Level
Number of Students 101



KEY:
PRETEST ▦
POSTTEST ■

29

Figure 8

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY SKILL AREA

Grade 8
PRI Blue Level
Number of Students 73

PRI Orange Level
Number of Students 126

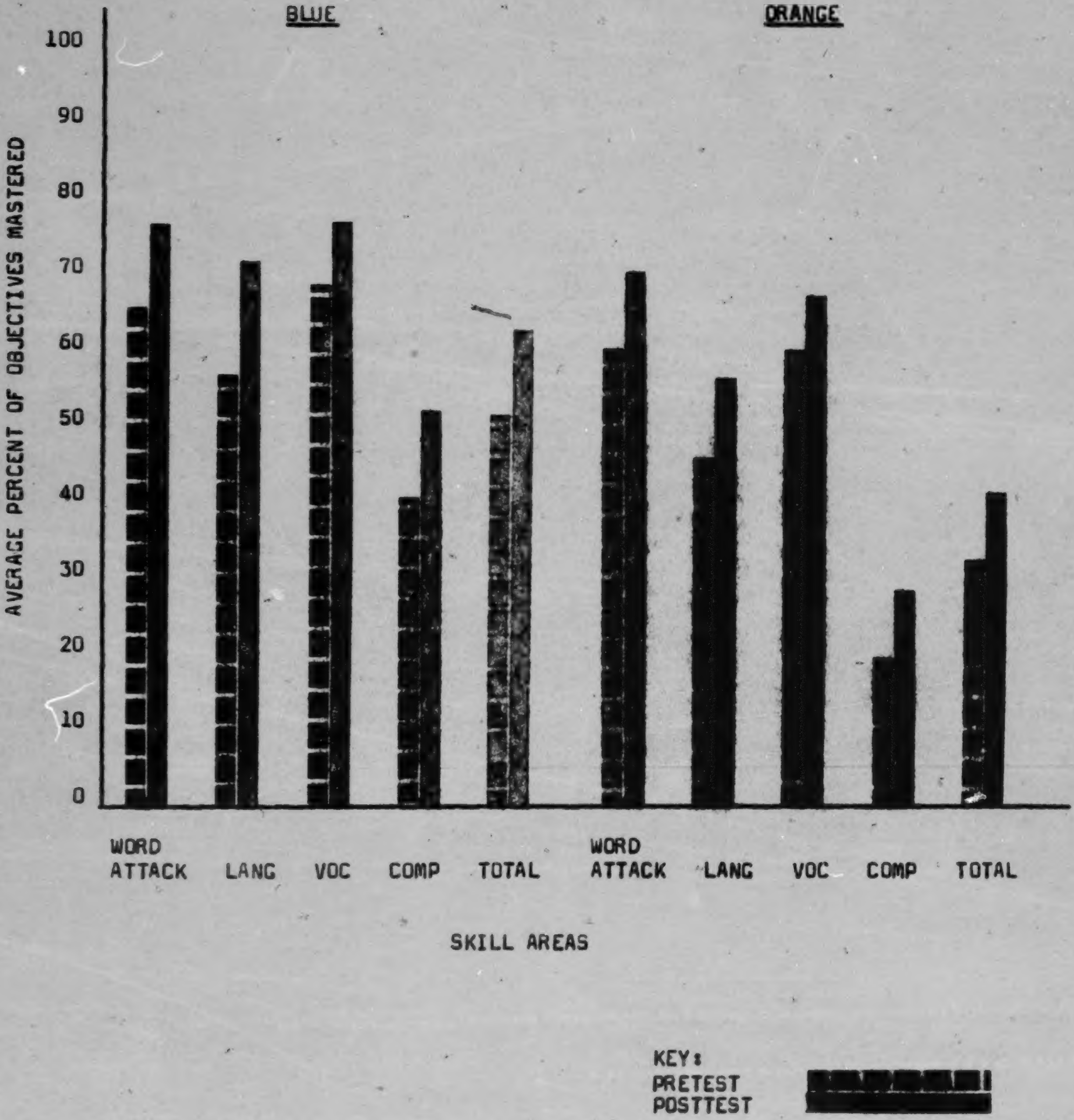


Table 4

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY

GRADE 2 STUDENTS ON THE PRI LEVEL Red
NUMBER OF STUDENTS INVOLVED WAS N=438

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	6	2.3	38%	4.9	82%	2.6	3.7	70%
Language	9	3.4	38%	7.4	82%	4.0	5.6	71%
Vocabulary	5	1.7	34%	4.0	80%	2.3	3.3	70%
Comprehension	11	2.6	24%	7.8	71%	5.2	8.4	62%
Total *	31	10.1	33%	24.1	78%	14.0	20.9	67%

---

* Subscores may not add to total because of rounding.

Table 5

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY GRADE 3 STUDENTS ON THE PRI LEVEL Red NUMBER OF STUDENTS INVOLVED WAS N=266

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	6	3.8	63%	5.3	88%	1.5	2.2	68%
Language	8	4.9	61%	6.9	86%	2.0	3.1	65%
Vocabulary	5	3.1	62%	4.3	86%	1.2	1.9	63%
Comprehension	11	5.4	49%	8.8	80%	3.4	5.6	61%
Total *	30	17.3	58%	25.3	84%	8.0	12.7	63%

---

* Subscores may not add to total because of rounding.

Table 6

NUMBER AND PERCENT OF MODERATELY AND
HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE
PRETEST AND ON THE POSTEST AND GAIN BY
GRADE 3 STUDENTS ON THE PRI LEVEL Green
NUMBER OF STUDENTS INVOLVED WAS N=291

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Postest	Average Percent of Emphasized Objectives Mastered on the Postest	Average Number of Emphasized Objectives Gained From Pretest to Postest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Postest	Percent of Maximum Possible Gain Achieved
Word Attack	11	3.5	32%	7.0	64%	3.5	7.5	47%
Language	6	1.4	23%	3.6	60%	2.2	4.6	48%
Vocabulary	6	2.0	33%	4.0	67%	2.0	4.0	50%
Comprehension	12	1.9	16%	5.7	48%	3.8	10.1	38%
Total *	35	8.7	25%	20.2	58%	11.5	26.3	44%

---

* Subscores may not add to total because of rounding.

Table 7

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY GRADE 4 STUDENTS ON THE PRI LEVEL Green

NUMBER OF STUDENTS INVOLVED WAS N=454

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	11	4.8	44%	7.5	68%	2.7	6.2	44%
Language	6	2.3	38%	4.1	68%	1.8	3.7	49%
Vocabulary	6	3.1	52%	4.6	77%	1.5	2.9	52%
Comprehension	13	3.8	29%	7.9	61%	4.1	9.2	45%
Total *	36	14.0	39%	24.2	67%	10.2	22.0	46%

---

* Subscores may not add to total because of rounding.

Table 8

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY

GRADE 5 STUDENTS ON THE PRI LEVEL Green
NUMBER OF STUDENTS INVOLVED WAS N=174

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	11	5.5	50%	7.7	70%	2.2	5.5	40%
Language	6	2.7	45%	4.4	73%	1.7	3.3	52%
Vocabulary	6	3.6	60%	4.8	80%	1.2	2.4	50%
Comprehension	14	4.8	34%	8.8	63%	4.0	9.2	43%
Total *	37	16.5	45%	25.8	70%	9.3	20.5	45%

---

* Subscores may not add to total because of rounding.

Table 9

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY

GRADE 5 STUDENTS ON THE PRI LEVEL Blue
NUMBER OF STUDENTS INVOLVED WAS N=244

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Postest	Average Percent of Emphasized Objectives Mastered on the Postest	Average Number of Emphasized Objectives Gained From Pretest to Postest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Postest	Percent of Maximum Possible Gain Achieved
Word Attack	5	2.9	58%	3.8	76%	0.9	2.1	43%
Language	4	1.9	48%	2.7	68%	0.8	2.1	38%
Vocabulary	9	4.5	50%	6.5	72%	2.0	4.5	44%
Comprehension	14	3.9	28%	6.7	48%	2.8	10.1	28%
Total *	32	13.2	41%	19.7	62%	6.5	18.8	35%

---

* Subscores may not add to total because of rounding.

Table 10

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY

GRADE 6 STUDENTS ON THE PRI LEVEL Green
NUMBER OF STUDENTS INVOLVED WAS N=61

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Postest	Average Percent of Emphasized Objectives Mastered on the Postest	Average Number of Emphasized Objectives Gained From Pretest to Postest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Postest	Percent of Maximum Possible Gain Achieved
Word Attack	11	7.0	64%	8.4	76%	1.4	4.0	35%
Language	7	4.1	59%	5.3	76%	1.2	2.9	41%
Vocabulary	6	4.1	68%	5.1	85%	1.0	1.9	53%
Comprehension	13	6.2	48%	9.1	70%	2.9	6.8	43%
Total *	37	21.5	58%	27.9	75%	6.4	15.5	41%

---

* Subscores may not add to total because of rounding.

Table 11

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY

GRADE 6 STUDENTS ON THE PRI LEVEL Blue
NUMBER OF STUDENTS INVOLVED WAS N=279

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	5	3.2	64%	4.0	80%	0.8	1.8	44%
Language	5	2.8	56%	3.7	74%	0.9	2.2	41%
Vocabulary	9	5.8	64%	7.2	80%	1.4	3.2	44%
Comprehension	15	5.2	35%	8.0	53%	2.8	9.8	29%
Total *	34	17.1	50%	22.8	67%	5.7	16.9	34%

---

* Subscores may not add to total because of rounding.

Table 12

NUMBER AND PERCENT OF MODERATELY AND
HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE
PRETEST AND ON THE POSTEST AND GAIN BY
GRADE 7 STUDENTS ON THE PRI LEVEL Blue
NUMBER OF STUDENTS INVOLVED WAS N=93

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	5	3.4	68%	4.0	80%	0.6	1.6	38%
Language	5	3.0	60%	3.7	74%	0.7	2.0	35%
Vocabulary	9	6.1	68%	7.5	83%	1.4	2.9	48%
Comprehension	16	6.8	43%	9.5	59%	2.7	9.2	29%
Total *	35	19.2	55%	24.6	70%	5.4	15.8	34%

---

* Subscores may not add to total because of rounding.

Table 13

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTTEST AND GAIN BY

GRADE 7 STUDENTS ON THE PRI LEVEL Orange
NUMBER OF STUDENTS INVOLVED WAS N=101

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	3	2.1	70%	2.2	73%	0.1	0.9	11%
Language	3	1.0	33%	1.4	47%	0.4	2.0	20%
Vocabulary	7	3.4	49%	4.2	60%	0.8	3.6	22%
Comprehension	14	2.1	15%	3.6	26%	1.5	11.9	13%
Total *	27	8.6	32%	11.4	42%	2.8	18.4	15%

---

* Subscores may not add to total because of rounding.

Table 14

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY GRADE 8 STUDENTS ON THE PRI LEVEL Blue

NUMBER OF STUDENTS INVOLVED WAS N=73

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained From Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	5	3.3	66%	3.7	74%	0.4	1.7	24%
Language	5	2.9	58%	3.7	74%	0.8	2.1	38%
Vocabulary	9	6.1	68%	6.7	74%	0.6	2.9	21%
Comprehension	15	6.4	43%	7.7	51%	1.3	8.6	15%
Total *	34	18.6	55%	21.8	64%	3.2	15.4	21%

---

* Subscores may not add to total because of rounding.

Table 15

NUMBER AND PERCENT OF MODERATELY AND HEAVILY EMPHASIZED OBJECTIVES MASTERED ON THE PRETEST AND ON THE POSTEST AND GAIN BY GRADE 8 STUDENTS ON THE PRI LEVEL Orange
NUMBER OF STUDENTS INVOLVED WAS N=126

Skills Area	Average Number of Objectives Receiving Instructional Emphasis	Average Number of Emphasized Objectives Mastered on the Pretest	Average Percent of Emphasized Objectives Mastered on the Pretest	Average Number of Emphasized Objectives Mastered on the Posttest	Average Percent of Emphasized Objectives Mastered on the Posttest	Average Number of Emphasized Objectives Gained from Pretest to Posttest	Maximum Possible Gain in Number of Emphasized Objectives From Pretest to Posttest	Percent of Maximum Possible Gain Achieved
Word Attack	3	2.0	67%	2.3	77%	0.3	1.0	30%
Language	3	1.4	47%	1.7	57%	0.3	1.6	19%
Vocabulary	7	4.2	60%	4.6	66%	0.4	2.8	14%
Comprehension	14	2.9	21%	4.3	31%	1.4	11.1	13%
Total *	27	10.5	39%	12.9	48%	2.4	16.5	15%

---

* Subscores may not add to total because of rounding.

Figure 9

PERCENT OF MASTERY ON PRETEST AND POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 2
PRI Level Red
Number of Students N=438

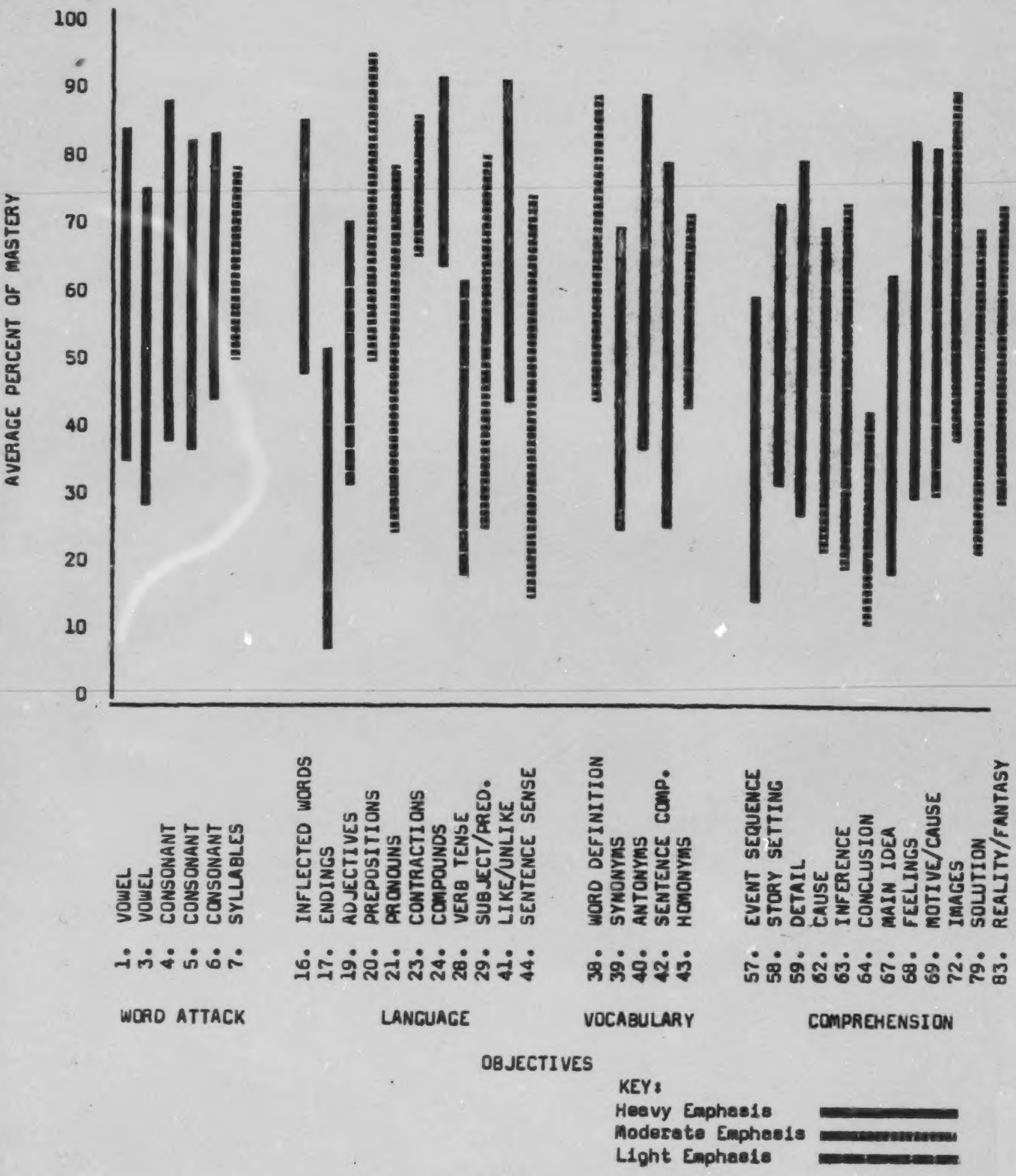
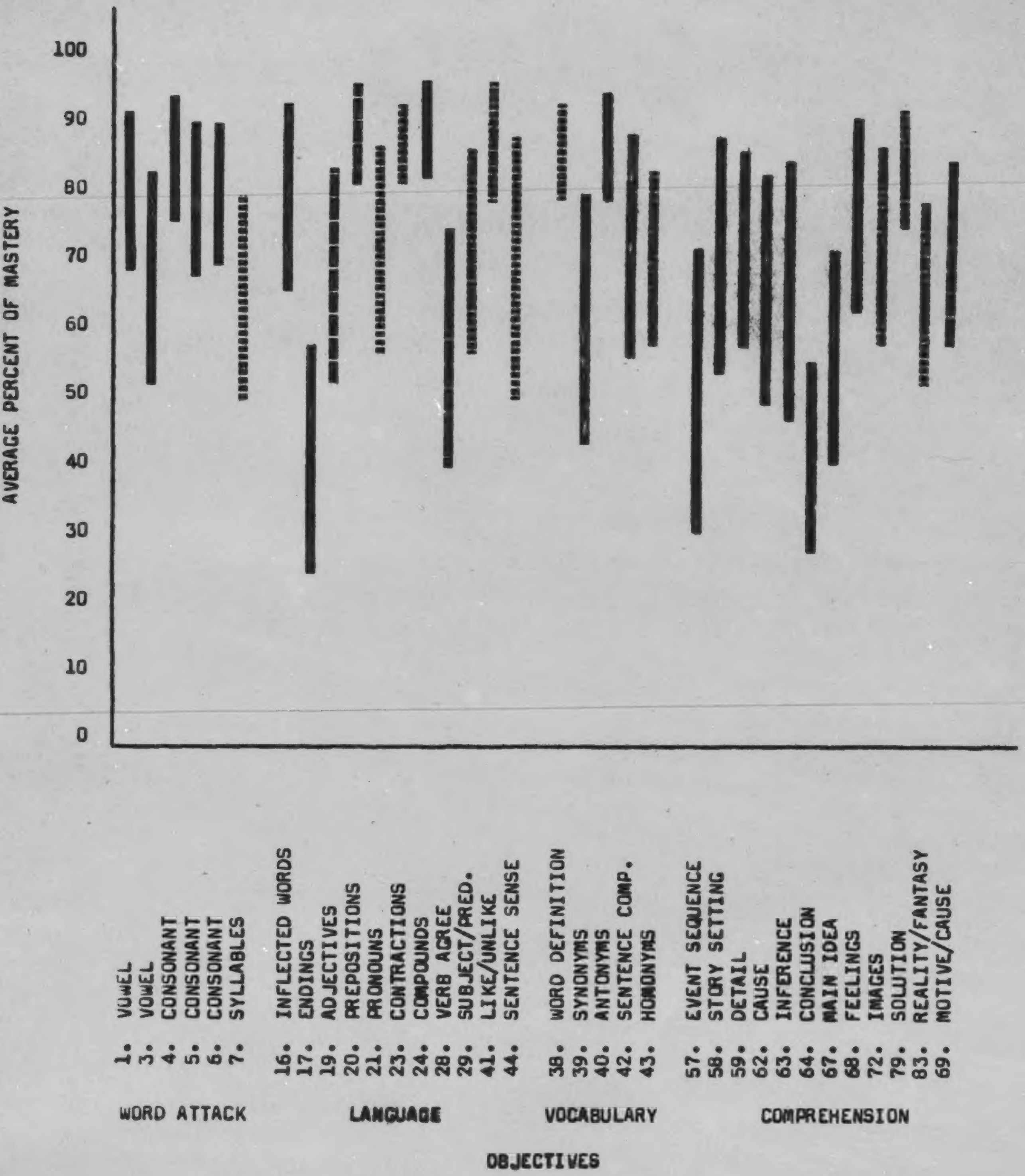


Figure 10

PERCENT OF MASTERY ON PRETTEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 3
PRI Level Red
Number of Students N=266

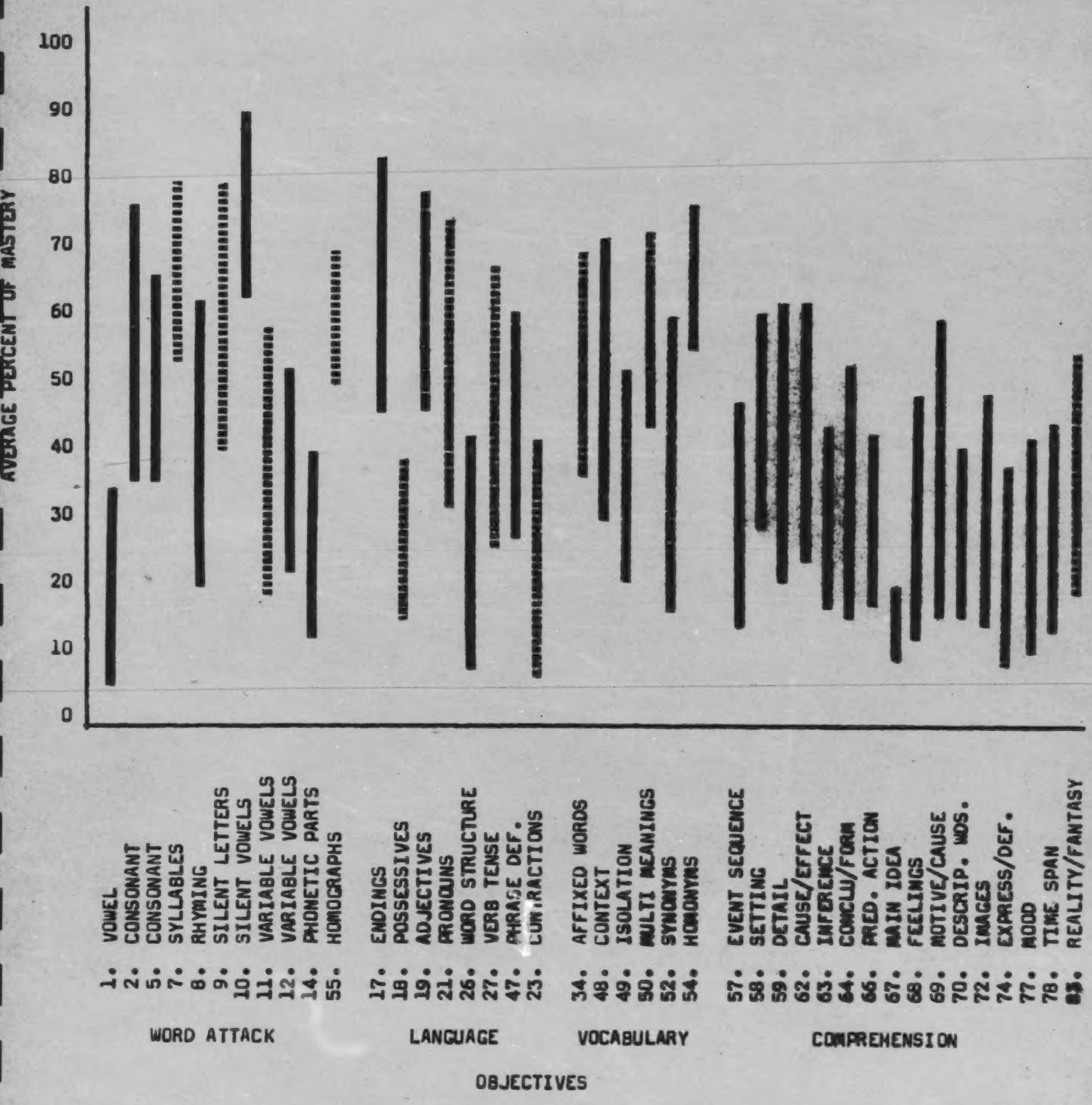


KEY:
Heavy Emphasis ▬
Moderate Emphasis ▨
Light Emphasis ▨

Figure [illegible]

PERCENT OF MASTERY ON PRETEST AND POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 3
PRI Level Green
Number of Students N=291



KEY:
Heavy Emphasis ▬
Moderate Emphasis ▬
Light Emphasis ▬

Figure 12

PERCENT OF MASTERY ON PRETEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 4
PRI Level Green
Number of Students N=454

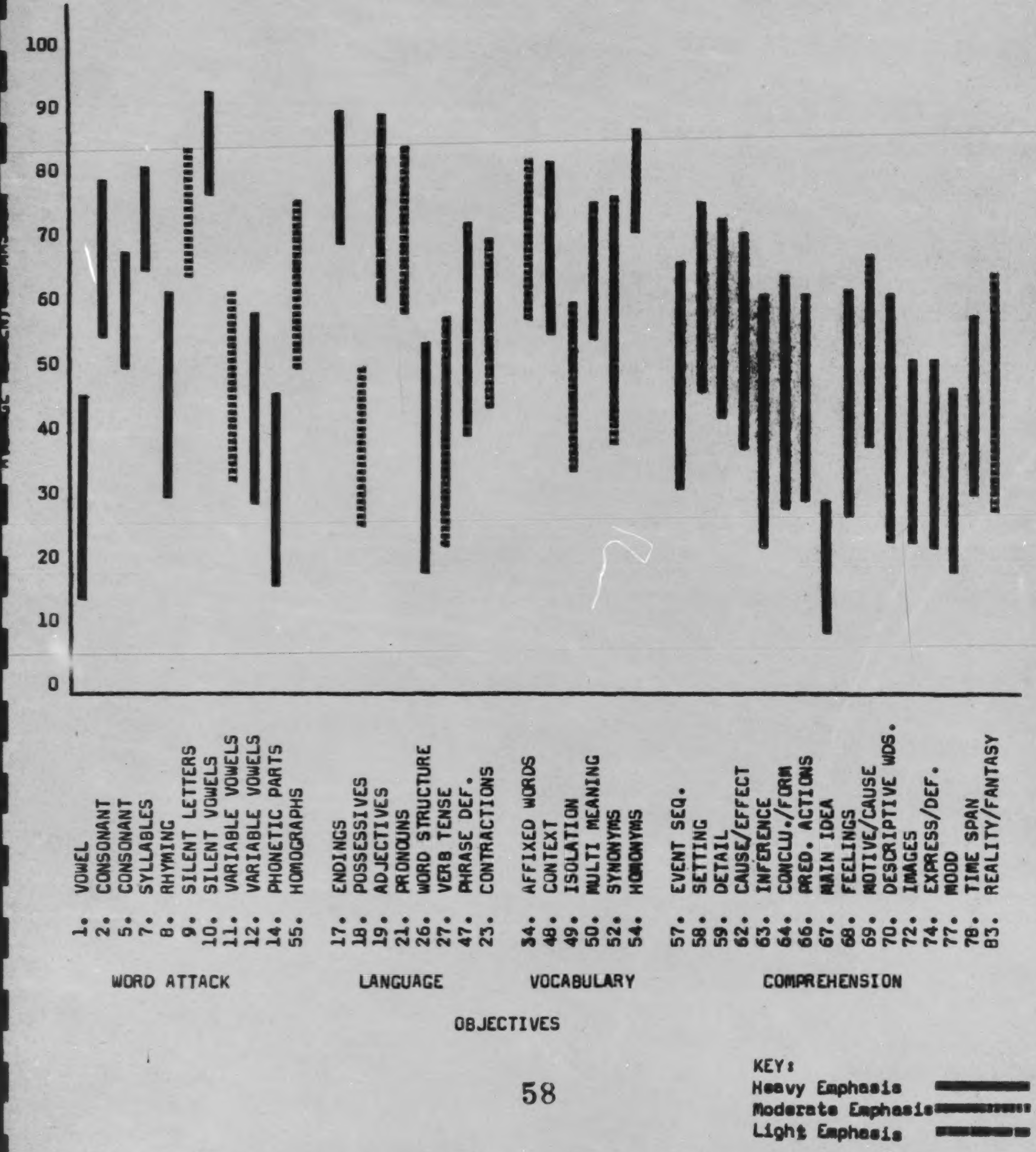
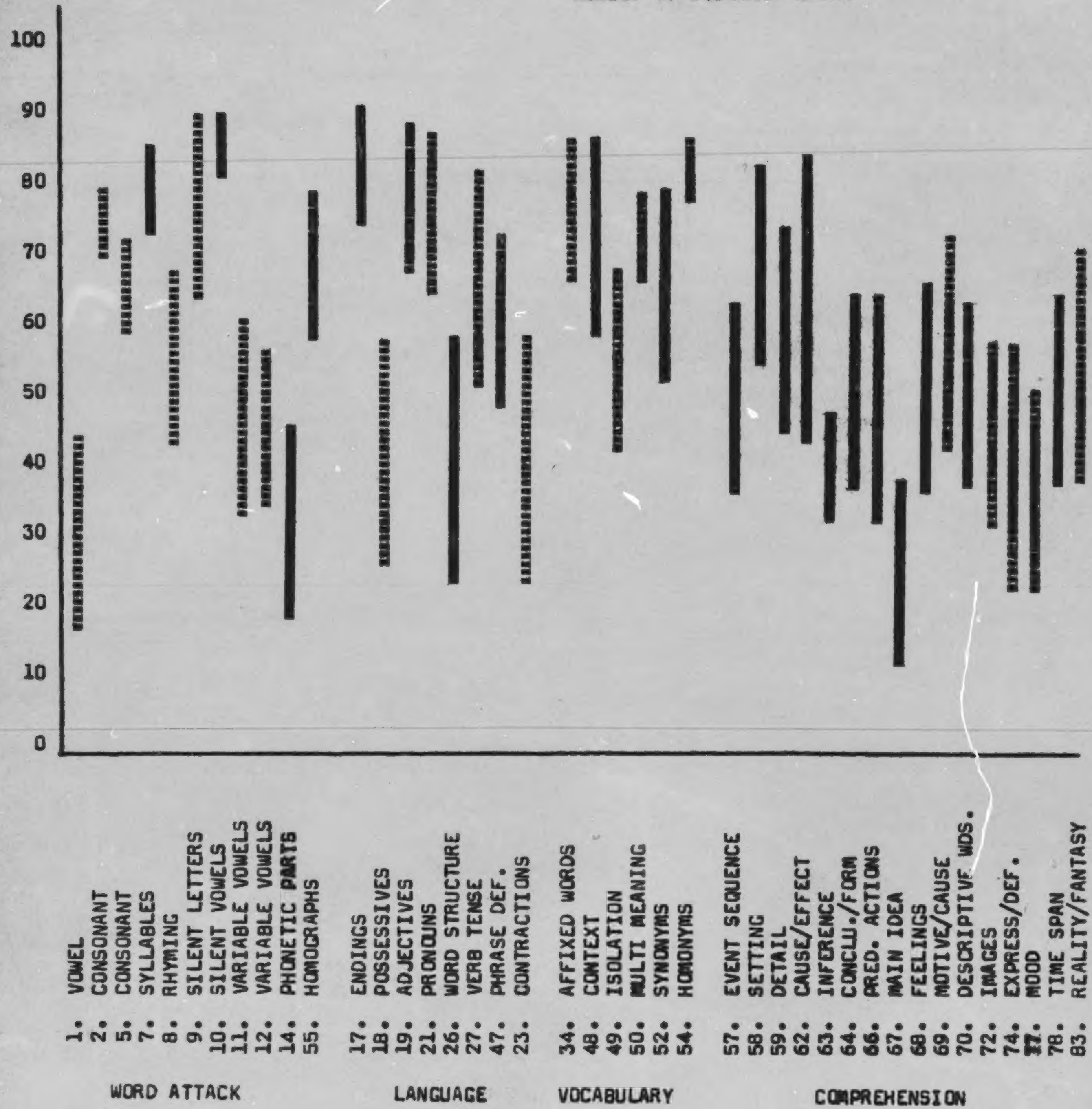


Figure 13

PERCENT OF MASTERY ON PRETEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 5
PRI Level Green
Number of Students N=174

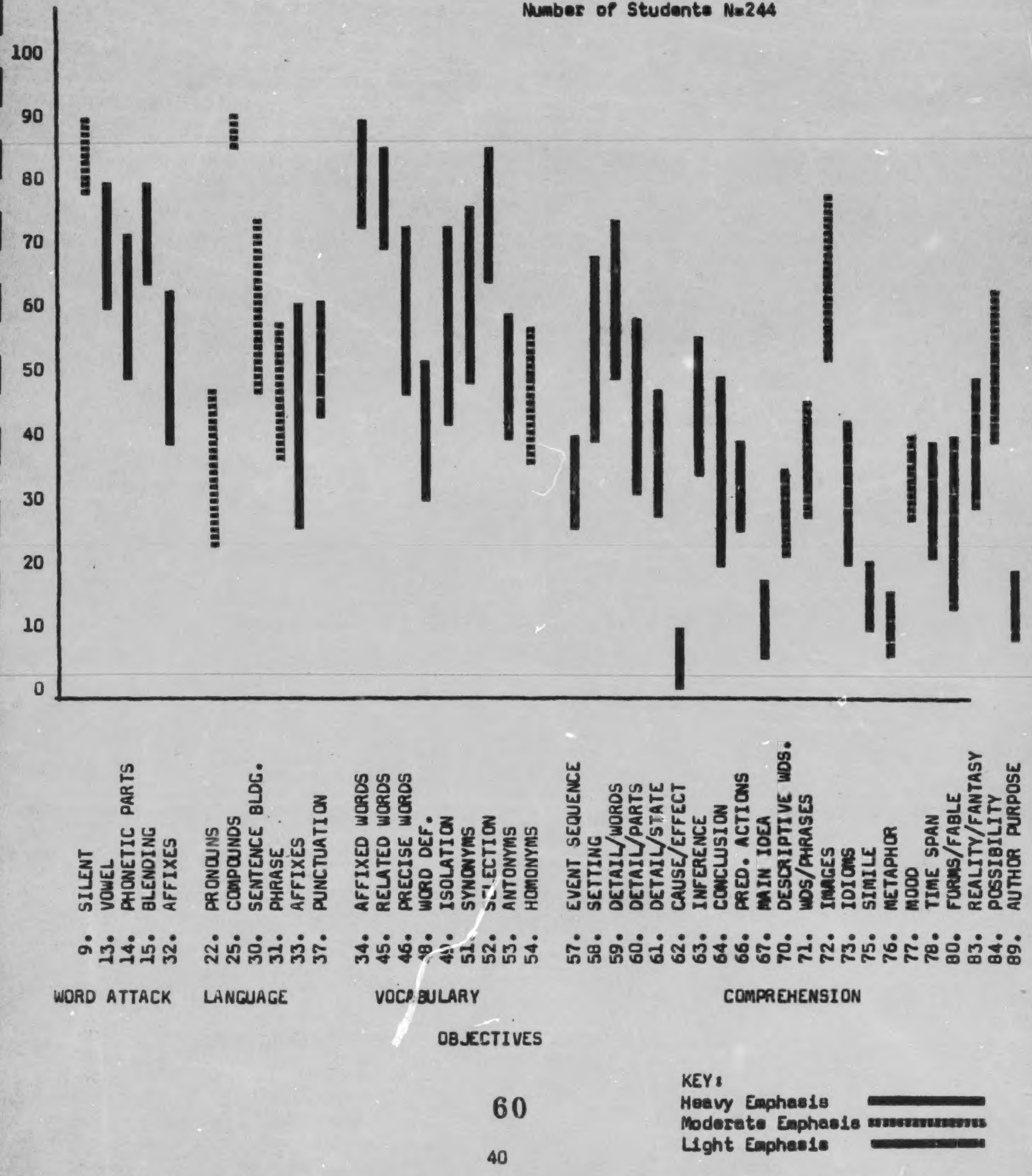


KEY:
Heavy Emphasis ▬▬
Moderate Emphasis ▮▮▮▮
Light Emphasis ▬▬

Figure 14

PERCENT OF MASTERY ON PRETEST AND POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

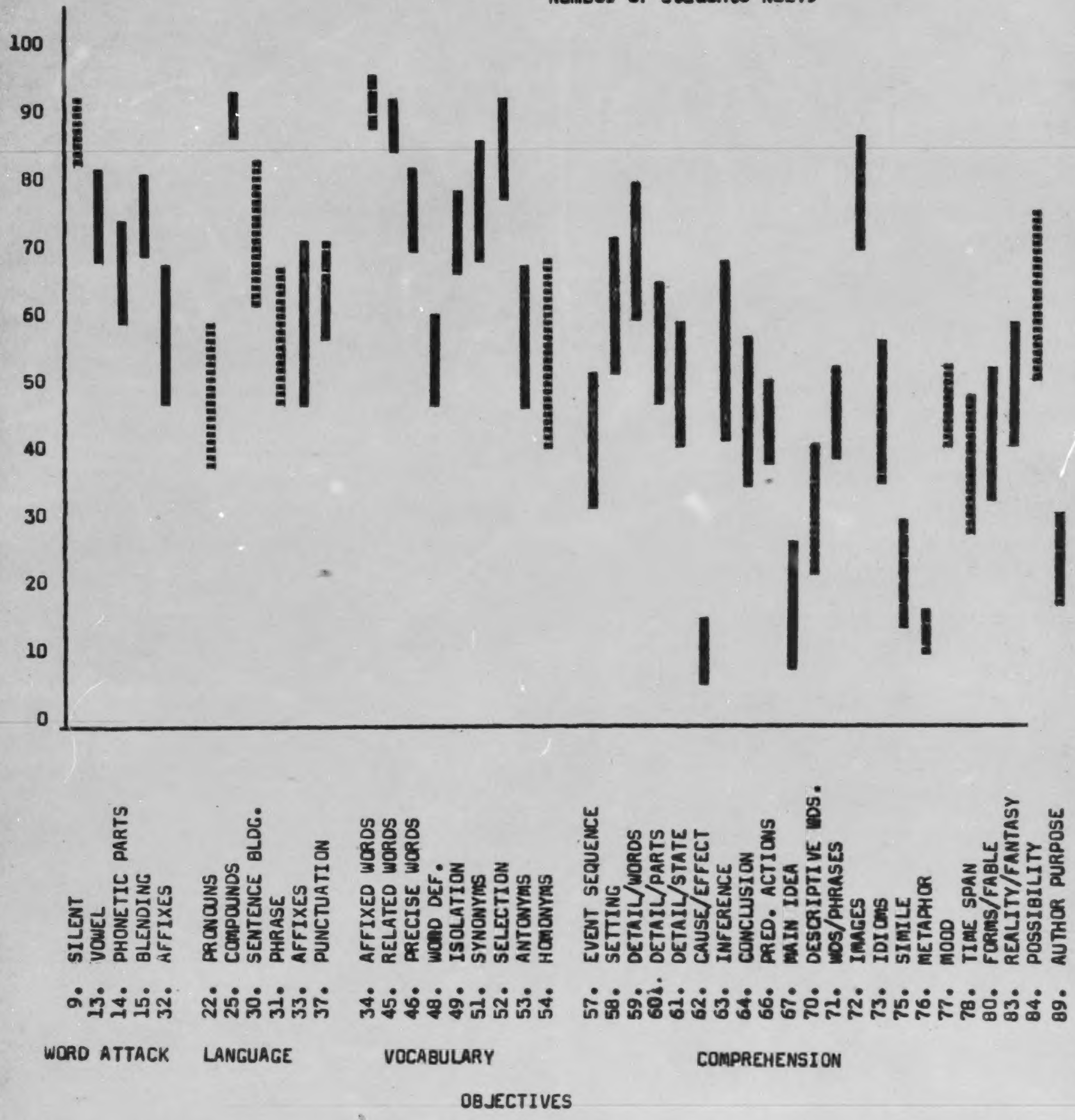
Grade 5
PRI Level Blue
Number of Students N=244



Figure

PERCENT OF MASTERY ON PRETEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 6
PRI Level Blue
Number of Students N=279

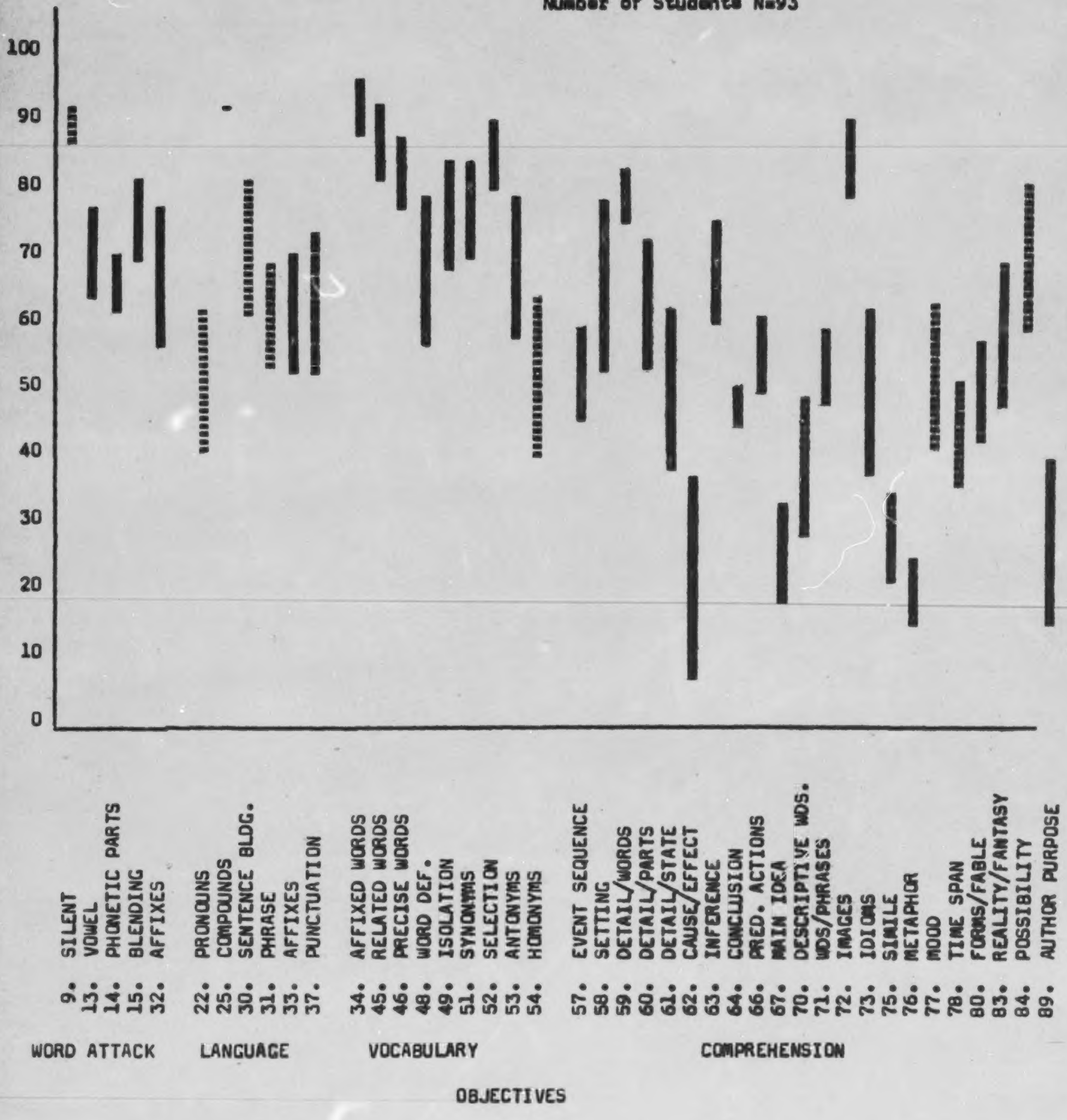


KEY:
Heavy Emphasis ▬
Moderate Emphasis ▤
Light Emphasis ▦

Figure 16

PERCENT OF MASTERY ON PRETEST AND POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 7
PRI Level Blue
Number of Students N=93



KEY:
Heavy Emphasis ▬
Moderate Emphasis ▨
Light Emphasis ▤

Figure 17

PERCENT OF MASTERY ON PRETEST AND POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

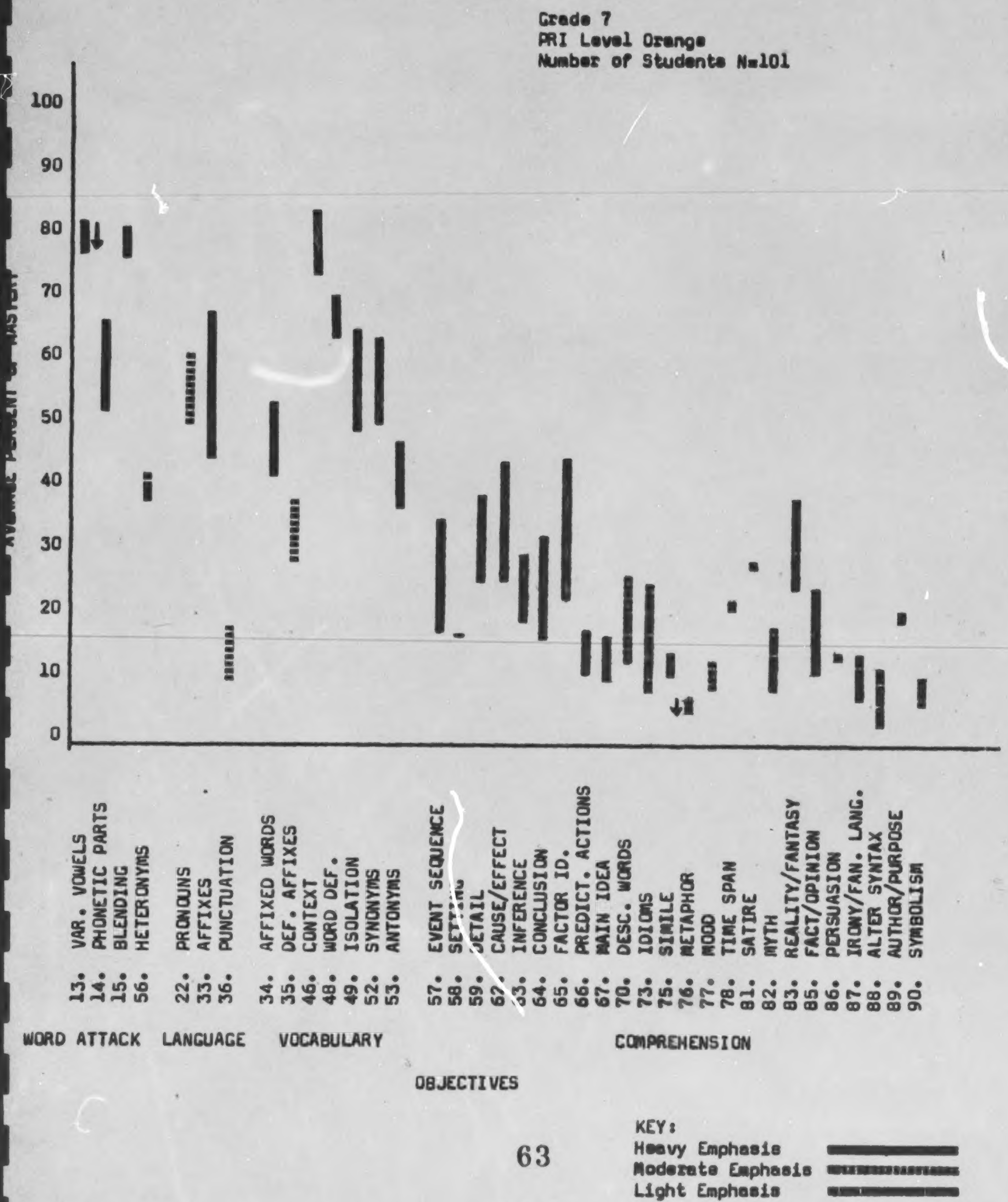


Figure 18

PERCENT OF MASTERY ON PRETEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

Grade 8
PRI Level Blue
Number of Students N=73

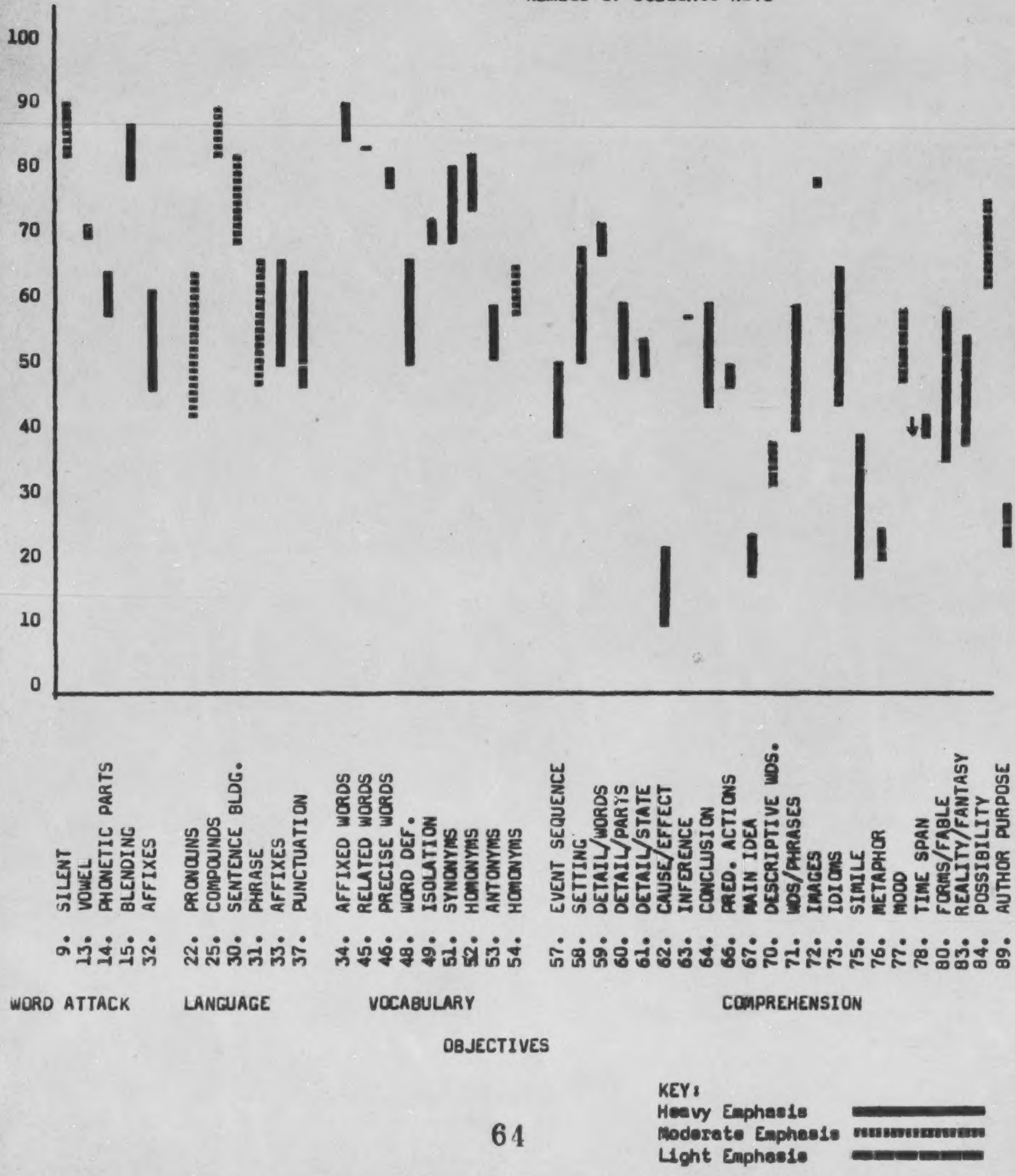
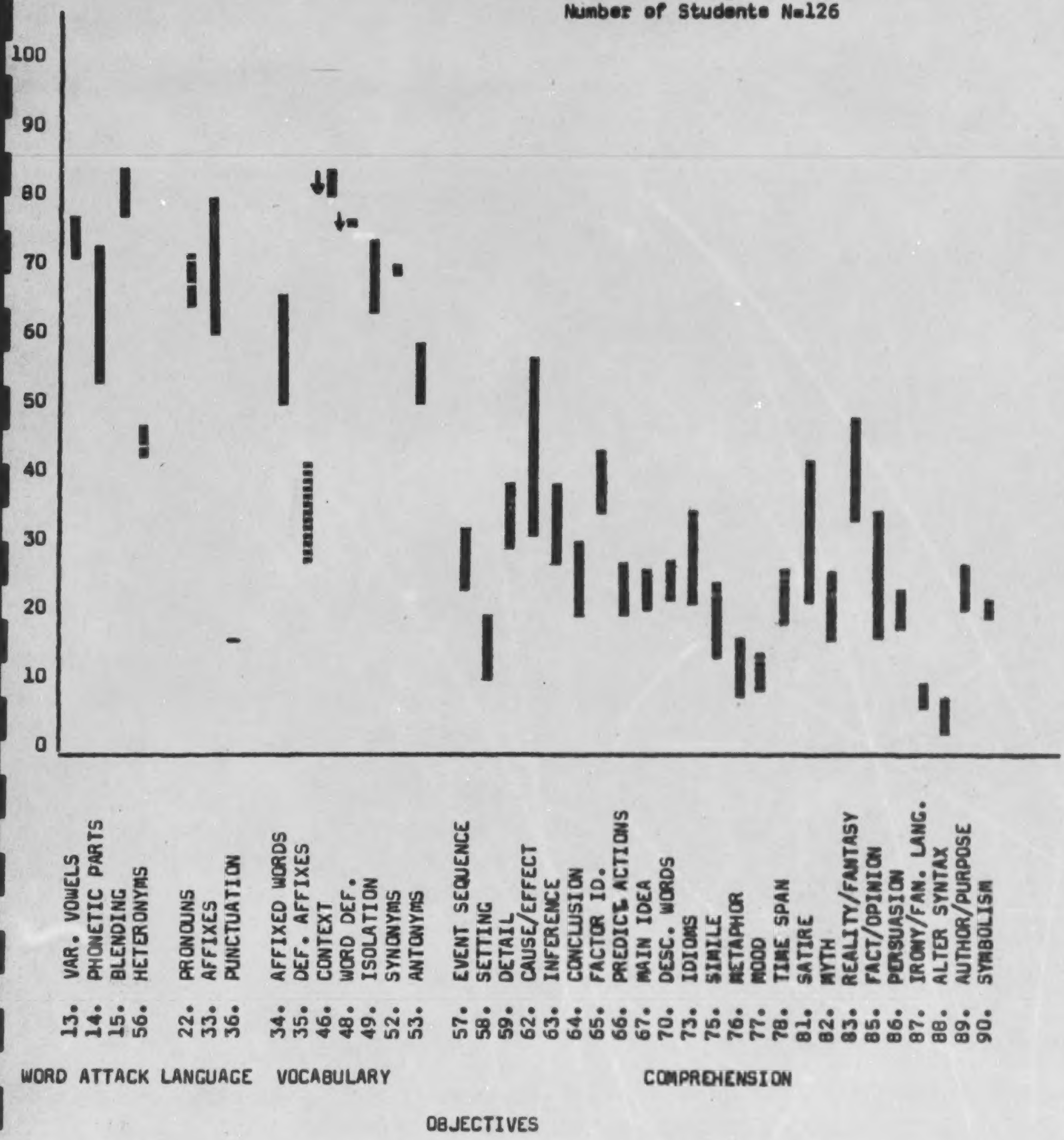


Figure 19

PERCENT OF MASTERY ON PRETEST AND
POSTTEST, BY OBJECTIVE AND DEGREE OF EMPHASIS

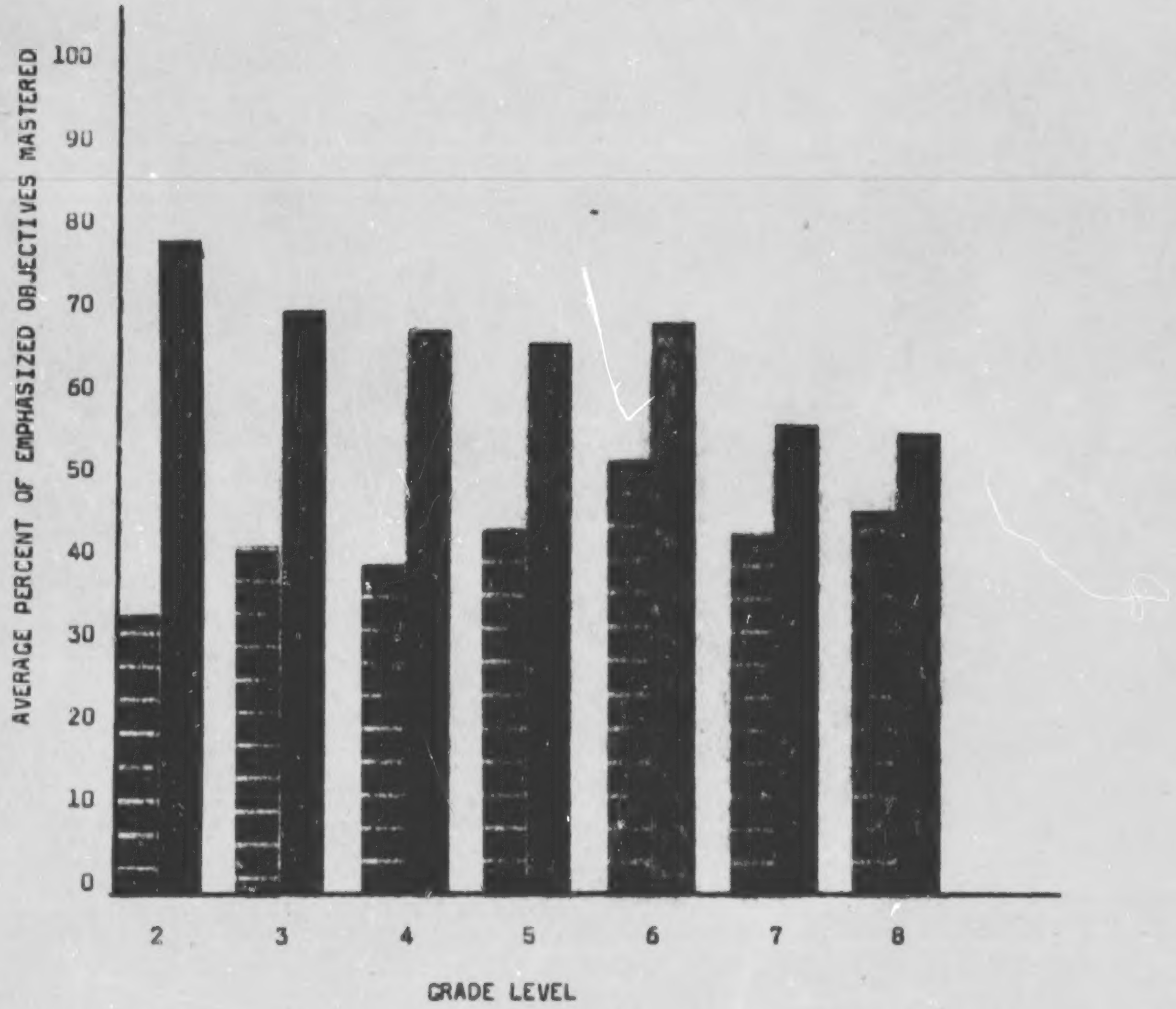
Grade 8
PRI Level Orange
Number of Students N=126



KEY:
Heavy Emphasis
Moderate Emphasis
Light Emphasis

Figure 20

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED
ON PRETEST AND POSTTEST, AND GAIN,
BY GRADE LEVEL *



* Average Percent of Objectives Mastered Determined From Weighted Combined Scores of the Several PRI Levels Used at each Grade Level.

Table 16

AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED ON PRETEST AND POSTTEST, AND GAIN, BY GRADE LEVEL *

GRADE LEVEL	NUMBER OF STUDENTS	AVERAGE PERCENT OF OBJECTIVES MASTERED		
		PRETEST	POSTTEST	GAIN
2	438	33%	78%	45%
3	557	41%	70%	29%
4	454	39%	67%	28%
5	418	43%	65%	22%
6	340	51%	68%	17%
7	194	43%	55%	12%
8	199	45%	54%	9%

* Average Percent of Objectives Mastered Determined From the Weighted Combined Scores of the Several PRI Levels Used at Each Grade Level.

Figure 21

AVERAGE PERCENT OF MAXIMUM POSSIBLE GAIN, BY LENGTH OF TIME IN TITLE I SUPPLEMENTAL READING PROGRAM

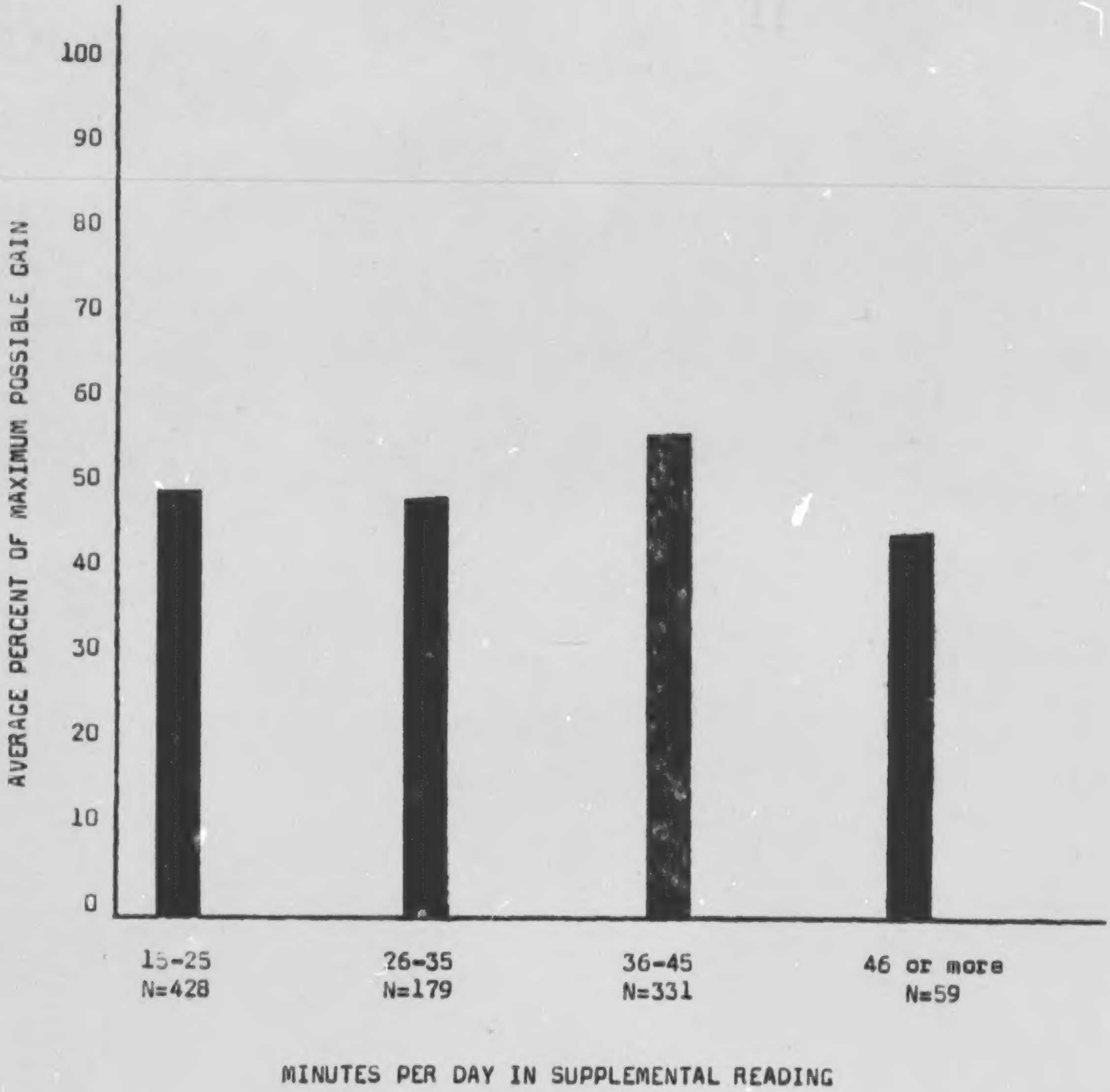
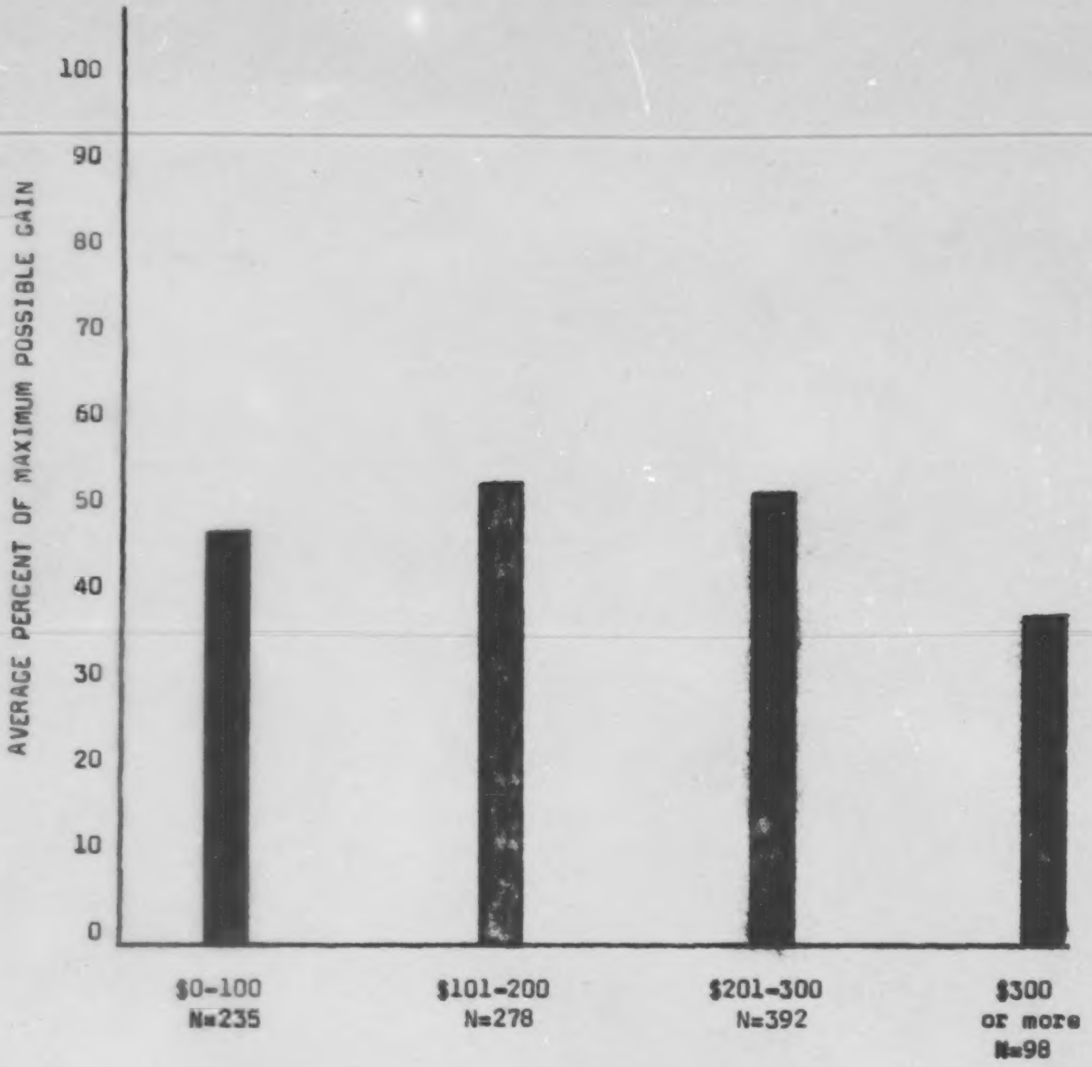


Figure 22

AVERAGE PERCENT OF MAXIMUM POSSIBLE GAIN,
BY TITLE I PER PUPIL EXPENDITURES



TITLE I PER PUPIL EXPENDITURES

GAP BETWEEN AVERAGE PERCENT OF EMPHASIZED OBJECTIVES MASTERED FOR TITLE I STUDENTS AND REFERENCE GROUP AVERAGE READERS

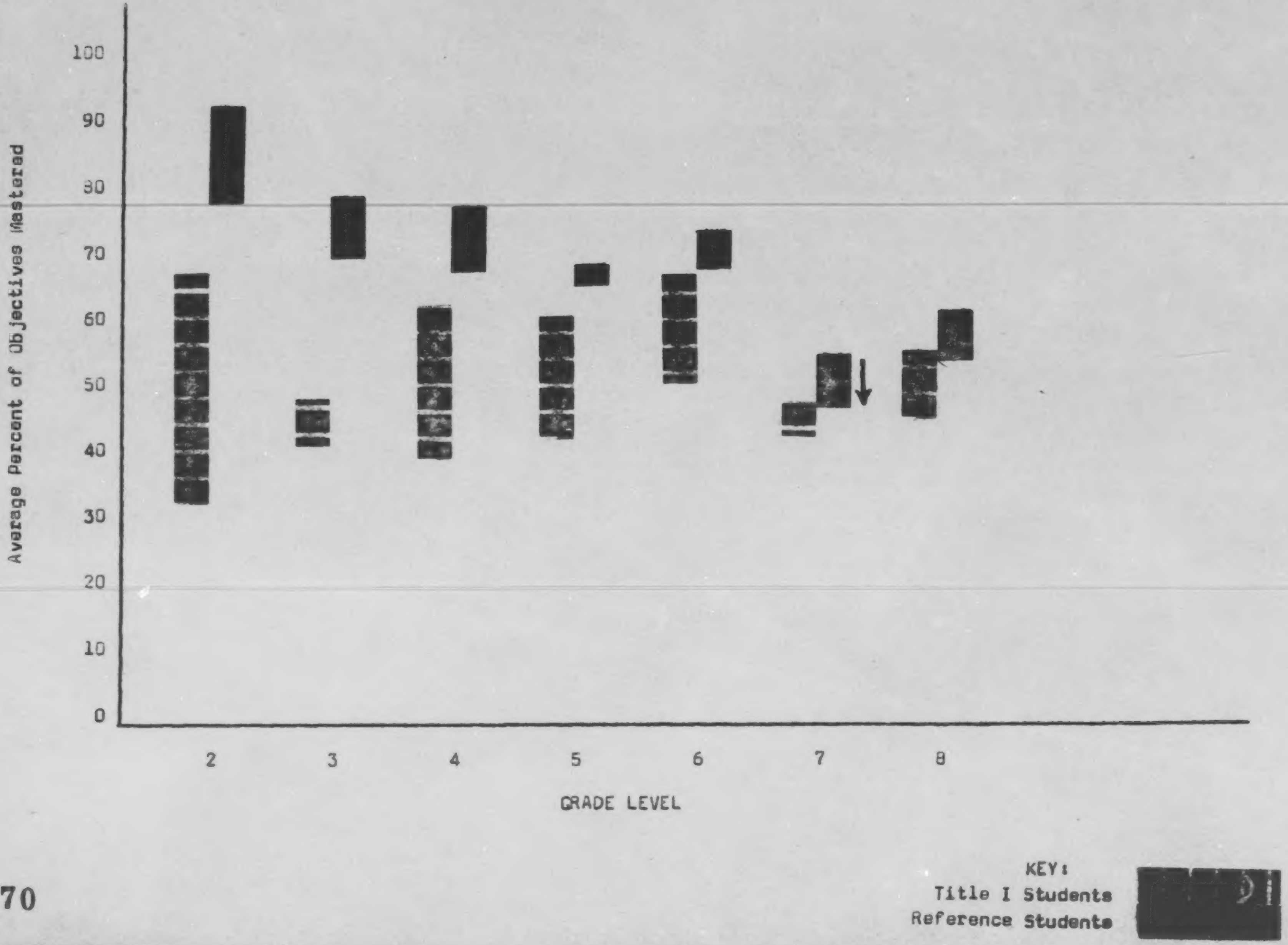


Table 17

PRI ITEM ANALYSIS
GOOD READERS vs POOR READERS

	GRADE AND PRI LEVEL							
	2 Red	3 Green	4 Blue	5 Blue	6 Blue	7 Orange	8 Orange	Total
Items mastered by at least 67% of good readers and less than 33% of poor readers	21L 28L 29L 40V 44L 57C 62C 63C 67C 83C	1W 2W 5W 8W 9W 11W 12W 17L 21L 23L 27L 47L 48V 49V 52V 59C 62C 63C 64C 66C 68C 69C 72C 74C 83C	14W 33L 48V 49V 54V 61C 64C 73C 80C	22L 31L 67C 75C 80C 83C	70C 73C 75C 76C 78C	33L 48V 58C 62C 65C 66C 70C 81C 89C	35V 52V 53V 59C 63C 64C 66C 67C 70C 73C 75C 81C 85C 89C 90C	
Percent by Skill Area								
Word Attack	0%	64%	20%	0%	0%	0%	0%	6%
Language	36	63	17	33	0	33	0	30
Vocabulary	20	50	33	0	0	14	43	21
Comprehension	42	63	18	18	23	27	50	33
Items Mastered by at least 67% of both good readers and poor readers	5W 20L 23L 24L 41L	50V 55W	25L 30L 34V 45V 46V 52V 63C 72C 77C	9W 15W 25L 34V 45V 51V 52V 59C	9W 13W 14W 15W 25L 30L 34V 45V 46V 49V 51V 52V 53V 58C 59C 63C 66C 72C 84C	46V	15W 46V 48V	

	GRADE AND PRI LEVEL							
	2 Red	3 Green	4 Blue	5 Blue	6 Blue	7 Orange	8 Orange	Total
Percent by Skill Area								
Word Attack	17%	9%	0%	40%	80%	0%	25%	20%
Language	36	0	33	17	33	0	0	28
Vocabulary	0	17	44	44	78	14	29	37
Comprehension	0	0	14	5	27	0	0	7
Items Mastered by Less than 33% of good readers			89C	62C		76C 77C 78C 82C 86C 87C 88C 90C	82C 88C	
Percent by Skill Area								
Word Attack	0%	0%	0%	0%	0%	0%	0%	0%
Language	0	0	0	0	0	0	0	0
Vocabulary	0	0	0	0	0	0	0	0
Comprehension	0	0	5	5	0	31	8	8

* The PRI objectives vary in the importance of their contribution to the reading process. The item analysis of Table 17 points out some objectives which seem to differentiate more between good readers and poor readers, and those objectives which tend to differentiate less.

DISTRICT REPORTING FORM

VERMONT STATE DEPARTMENT OF EDUCATION

As part of its Title I evaluation each supervisory union will complete one of these forms for each grade tested with the Prescriptive Reading Inventory (PRI). The form is designed to provide the supervisory union, for each grade, with 1974-1975 evaluation information and a 1975-1976 reading needs assessment.

SUPERVISORY UNION ______________________________

GRADE ________________

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SECTION I

This section is for recording general information about the testing program for this grade.

____________ 1. Number of students in this grade who were both pretested (in the fall) and posttested (in the spring) with the Prescriptive Reading Inventory (PRI). To determine this, see computer output of test results for this grade and this test level.

____________ 2. Level of the PRI administered to this grade (Red, Green, Blue, or Orange).

____________ 3. Number of objectives tested by the test level used for this grade. To determine this, see computer output of test results for this grade and this test level.

4. In Fall 1974, each union indicated the instructional emphasis to be given each objective tested by the PRI for this grade. The degree of emphasis was determined on a scale of "1" to "5" with "1" indicating the greatest emphasis. The "5" point scale has been converted to a "3" point scale with (1) heavy, (2) moderate, or (3) light or none. For this grade, indicate the number of objectives in each of these three categories as submitted in the fall. The sum for the three categories should equal the number of objectives tested by this level of the PRI.

Heavy = __________ objs.

Moderate = _______ objs.

Light/None = _____ objs.

TOTAL = __________ objs.

SECTION II

This section is for recording for each objective at this level the number and percentage of students who achieved mastery on the pretest and on the posttest, and the gain in the number and percentage of students achieving mastery from pretest to posttest. The degree of instructional emphasis as reported last fall will also be recorded.

The numbers of the PRI objectives are listed on the next few pages under four categories: Word Attack Skills, Language Skills, Vocabulary, and Comprehension. Record information only for those objectives tested by the level administered to this grade.

> Pretest information should be recorded only for those who both pre- and posttested. The computer output from fall testing is NOT to be used. Use the computer data most recently supplied.

Complete columns B, C, D, and E in the table below, using the following descriptions as a guide:

A. The level at which the objective is tested. R = Red, G = Green, B = Blue, O = Orange

B. The number (N) and percentage (%) of students who mastered the objective on the pretest. Obtain from recently supplied pretest computer output.

C. The number and percentage of students who mastered the objective on the posttest. Obtain from posttest computer output.

D. The gain in number of students mastering and the percentage of student mastery from pretest to posttest.

Example: Completed columns B, C, and D for 50 students.

B		C		D	
N	%	N	%	N	%
10	20	40	80	30	60

E. Degree of instructional emphasis assigned to each objective in Fall 1974. H = Heavy, M = Moderate, L = Light or None.

		A	B		C		D		E
	Obj.	Levels Tested	Mastery Pretest		Mastery Posttest		C – B Gain		Degree of Instructional Emphasis
			N	%	N	%	N	%	(Circle one)
WORD ATTACK SKILLS	1	R,G							H M L
	2	G							H M L
	3	R							H M L
	4	R							H M L
	5	R,G							H M L
	6	R							H M L
	7	R,G							H M L
	8	G							H M L
	9	G,B							H M L
	10	G							H M L
	11	G							H M L
	12	G							H M L
	13	B,O							H M L
	14	G,B,O							H M L
	15	B,O							H M L
	32	B							H M L
	55	G							H M L
	56	O							H M L
LANGUAGE SKILLS	16	R							H M L
	17	R,G							H M L
	18	G							H M L
	19	R,G							H M L
	20	R							H M L
	21	R,G							H M L
	22	B,O							H M L

		A	B		C		D		E		
	Obj.	Levels Tested	Mastery Pretest		Mastery Posttest		C – B Gain		Degree of Instructional Emphasis (Circle one)		
			N	%	N	%	N	%			
LANGUAGE SKILLS	23	R,G							H	M	L
	24	R							H	M	L
	25	B							H	M	L
	26	G							H	M	L
	27	G							H	M	L
	28	R							H	M	L
	29	R							H	M	L
	30	B							H	M	L
	31	B							H	M	L
	33	B,O							H	M	L
	36	O							H	M	L
	37	B							H	M	L
	41	R							H	M	L
	44	R							H	M	L
	47	G							H	M	L
VOCABULARY	34	G,B,O							H	M	L
	35	O							H	M	L
	38	R							H	M	L
	39	R							H	M	L
	40	R							H	M	L
	42	R							H	M	L
	43	R							H	M	L
	45	B							H	M	L
	46	B,O							H	M	L
	48	G,B,O							H	M	L

		A	B		C		D		E
	Obj.	Levels Tested	Mastery Pretest		Mastery Posttest		C – B Gain		Degree of Instructional Emphasis
			N	%	N	%	N	%	(Circle one)
VOCABULARY	49	G,B,O							H M L
	50	G							H M L
	51	B							H M L
	52	G,B,O							H M L
	53	B,O							H M L
	54	G,B							H M L
COMPREHENSION	57	R,G,B,O							H M L
	58	R,G,B,O							H M L
	59	R,G,B,O							H M L
	60	B							H M L
	61	B							H M L
	62	R,G,B,O							H M L
	63	R,G,B,O							H M L
	64	R,G,B,O							H M L
	65	O							H M L
	66	G,B,O							H M L
	67	R,G,B,O							H M L
	68	R,G							H M L
	69	R,G							H M L
	70	G,B,O							H M L
	71	B							H M L
	72	R,G,B							H M L
	73	B,O							H M L
	74	G							H M L
	75	B,O							H M L

COMPREHENSION

	A	B		C		D		E
Obj.	Levels Tested	Mastery Pretest		Mastery Posttest		C – B Gain		Degree of Instructional Emphasis (Circle one)
		N	%	N	%	N	%	
76	B,O							H M L
77	G,B,O							H M L
78	G,B,O							H M L
79	R							H M L
80	B							H M L
81	O							H M L
82	O							H M L
83	R,G,B,O							H M L
84	B							H M L
85	O							H M L
86	O							H M L
87	O							H M L
88	O							H M L
89	B,O							H M L
90	O							H M L

SECTION III

This section is for recording the total number of objectives that received either "heavy" or "moderate" instructional emphasis, the average number and percentage of objectives mastered on the pretest, the average number and percentage of objectives mastered on the posttest, and indices of growth from pretest to posttest reflected by (a) the average gain per student in objectives mastered, and (b) the percentage of maximum growth this gain in objectives mastery represents.

The diagnostic purpose of criterion-referenced tests allows for more flexible classroom management and can eventually lead to a truly individualized instructional program. A criterion-referenced test does not have national norms or controlled administration, and so is rarely used for comparison of students' scores. However, if an evaluation study is to be conducted for a project in which criterion-referenced tests have been used, some kind of analysis of scores is inevitable. One might, for example, compare the percentage of students who mastered an objective on the pretest with the percentage who mastered it on the posttest. Yet a question remains as to the interpretation of such comparisons.

It is important to guard against misinterpreting the information reported in this section. It is relatively safe to assume a rather high correlation between the number of objectives mastered and a student's competence in reading. However, because research is not presently available in this area, caution is advised. A statement such as, "an average of 10 of 35 reading objectives were mastered," implies that each of the 10 mastered objectives is equally important in the process of becoming a good reader. This probably is not the case. In the set of 35 objectives referred to in the statement above, 10 might be considered vital to reading achievement and 10 others considered very important. Perhaps none of the 10 referred to in the statement "10 of 35" was one of these important 20.

The information requested in this section cannot be directly obtained from the computer output. The computer report contains the percentage of students who mastered an objective; in this section, the average number of objectives mastered by each student will be computed.

Below is a sample completed table and instructions for determining the eight figures required by the headings A through H. Read the instructions, study the procedures, compute the figures for this grade, and place the information in the table that immediately follows the instructions. An optional worksheet to facilitate this task and to ensure the accuracy of your figures is given at the end of this section.

SAMPLE TABLE

A	B	C	D	E	F	G	H
Total Number of Objectives That Received Instructional Emphasis	Average Number of Objectives Mastered on Pretest	Average % of Objectives Mastered on Pretest	Average Number of Objectives Mastered on Posttest	Average % of Objectives Mastered on Posttest	Average Number of Mastered Objectives Gained Since Pretest	Maximum Possible Gain in Number of Objectives Mastered from Pretest to Posttest	Per Cent of Maximum Possible Gain
10	2.8	28%	4.9	49%	2.1	7.2	29.2

The data in the sample table are for 10 emphasized objectives with the following percentages of student mastery (obtained from computer output).

Objective	% Pre	% Post
1	17	40
2	23	50
3	30	40
4	18	36
5	46	65
6	50	72
7	27	50
8	14	36
9	35	49
10	17	50

Column

A Total Number of Objectives That Received Instructional Emphasis

This can be obtained from Section I, number 4. Add the numbers of objectives in the "heavy" and "moderate" categories and place the sum in Column A.

In the example: 10 objectives received heavy or moderate emphasis.

B Average Number of Objectives Mastered on Pretest

The computer output lists the percentage of students who mastered each objective. To find the average number of objectives mastered by each student, change each per cent to a decimal (e.g., 47% becomes .47; 9% becomes .09), and then add all the decimals. Place the sum in Column B.

In the example: .17 + .23 + .30 + . . . + 17 = 2.8

C **Average Per Cent of Objectives Mastered on Pretest**

To obtain the average per cent of objectives mastered on the pretest, divide Column B (the average number of objectives mastered on pretest) by Column A (the number of objectives that received instructional emphasis), and then multiply the quotient by 100. Place the product in Column C.

In the example: a group averaged 2.8 on the pretest and 10 objectives were reported to receive emphasis. 2.8 ÷ 10 X 100 = 28%

D **Average Number of Objectives Mastered on Posttest**

Follow instructions for Column B, using posttest data. Place the sum in Column D.

In the example: .40 + .50 + .40 + . . . + 50 = 4.9

E **Average Per Cent of Objectives Mastered on Posttest**

Follow instructions for Column C, using posttest data. Place the product in Column E.

In the example: 4.9 ÷ 10 X 100 = 49%

F **Average Number of Mastered Objectives Gained Since Pretest**

Subtract the sum in Column B from the sum in Column D. Place the difference in Column F.

In the example: 4.9 - 2.8 = 2.1

G **Maximum Possible Gain in Number of Objectives Mastered from Pretest to Posttest**

Subtract the sum in Column B from the sum in Column A. Place the difference in Column G.

In the example: 10 - 2.8 = 7.2
7.2 is the maximum number of objectives that can be gained since 2.8 of the 10 were already mastered at pretest.

H **Per Cent of Maximum Possible Gain**

Divide Column F (average number of objectives gained since pretest) by Column G (maximum possible gain), and then multiply the quotient by 100. Place the product in Column H.

In the example: 2.1 ÷ 7.2 X 100 = 29.2%
Therefore, the gain reported from pretest to posttest (2.1 objectives) was 29.2% of the possible gain (7.2 objectives).

Complete this table for this grade according to the preceding directions, using the computer output that shows pretest and posttest mastery of objectives.

A Total Number of Objectives That Received Instructional Emphasis	B Average Number of Objectives Mastered on Pretest	C Average % of Objectives Mastered on Pretest	D Average Number of Objectives Mastered on Posttest	E Average % of Objectives Mastered on Posttest	F Average Number of Mastered Objectives Gained Since Pretest	G Maximum Possible Gain in Number of Objectives Mastered from Pretest to Posttest	H Per cent of Maximum Possible Gain

WORKSHEET: OPTIONAL

A	B	C	D
Record the numbers of the objectives that received heavy or moderate emphasis at this grade level:	Record the decimal equivalents of the pretest percentage of student mastery for each objective:	Divide the sum in Column B by the number in Column A, and multiply by 100:	Record the decimal equivalents of the posttest percentage of student mastery for each objective:
________	________	$\underset{B}{\_\_\_} \div \underset{A}{\_\_\_} \times 100 = \_\_\_$ Place this figure in Column C of the table.	________
Total number of objectives = ________. Place this figure in Column A of the table.	Sum of decimals = ________. Place this figure in Column B of the table.		Sum of decimals = ________. Place this figure in Column D of the table.

E	F	G	H
Divide the sum in Column D by the number in Column A, and multiply by 100.	Subtract Column B from Column D.	Subtract Column B from Column A.	Divide Column F by Column G, and multiply by 100.
___ ÷ ___ x 100 = ___ D A	___ - ___ = ___ D B	___ - ___ = ___ A B	___ ÷ ___ x 100 = ___ F G
Place this figure in Column E of the table.	Place this figure in Column F of the table.	Place this figure in Column G of the table.	Place this figure in Column H of the table.

SECTION IV

This section is for recording percentage of mastery on the pretest and the posttest for each emphasized objective. The information as it is displayed here can offer reading needs assessment information for this group of students.

Assume that the degree of instructional emphasis is synonymous with the importance of mastering the objective at this grade level. Those objectives in the upper left portion of the figure (heavy and moderate emphasis with small percentages of mastery or growth) are those for which most need exists for the group as a whole. Those objectives in the lower right portion of the figure reflect least need. These received moderate or light instructional emphasis but show a large percentage of mastery or growth.

Place the number of each objective tested at this level and its curricular designation (V = Vocabulary, W = Word Attack Skills, L = Language Skills, C = Comprehension) into the appropriate cell on the following page.

Example: Objective 3 is a Word Attack Skill that received heavy instructional emphasis; 23% of the students mastered on the pretest and 49% mastered on the posttest. Objective 62 is a Comprehension objective that received light instructional emphasis; 50% of the students mastered on the pretest and 78% mastered on the posttest.

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY		3W			
MODERATE					
LIGHT or NONE			62C		

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY			3W		
MODERATE					
LIGHT or NONE				62C	

PRETEST

		Percentage of Students Mastering Objective				
		0-20	21-40	41-60	61-80	81-100
Degree of Instructional Emphasis	HEAVY					
	MODERATE					
	LIGHT or NONE					

POSTTEST

		Percentage of Students Mastering Objective				
		0-20	21-40	41-60	61-80	81-100
Degree of Instructional Emphasis	HEAVY					
	MODERATE					
	LIGHT or NONE					

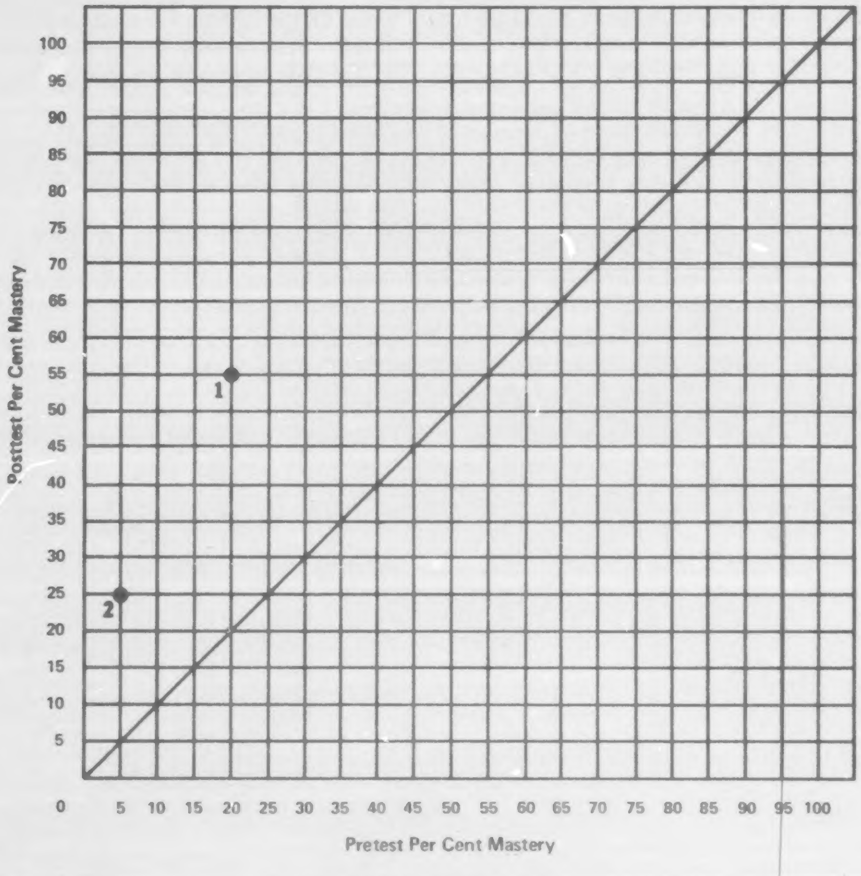
Appendix I
(optional)

Because a criterion-referenced test presents different kinds of data than a norm-referenced test, communication of test results to teachers, parents, and boards of education becomes a justifiable concern. The purpose of this Appendix is to facilitate studying and understanding the test results by giving a visual representation of the figures reported in Section II.

This appendix provides four graphs (see Pages 17-20) for recording the pretest and posttest percentages of mastery for each objective in each of the four curricular categories. Obtain the percentages for each objective from Columns B and C in Section II. Place a dot at the point of intersection and record the objective number beside the dot. If more than one objective falls at the same point, place both numbers beside the dot and separate them by a comma.

Example: For Objective 1, the pretest per cent mastery was 20% and the posttest per cent mastery was 55%. The percentages for Objective 2 were 5% and 25%, respectively.

CURRICULAR AREA ______________________



Use the following as a guide to interpreting the graphs:

1. The farther above the diagonal line that a point is located, the greater the percentage of student mastery on the posttest than on the pretest.

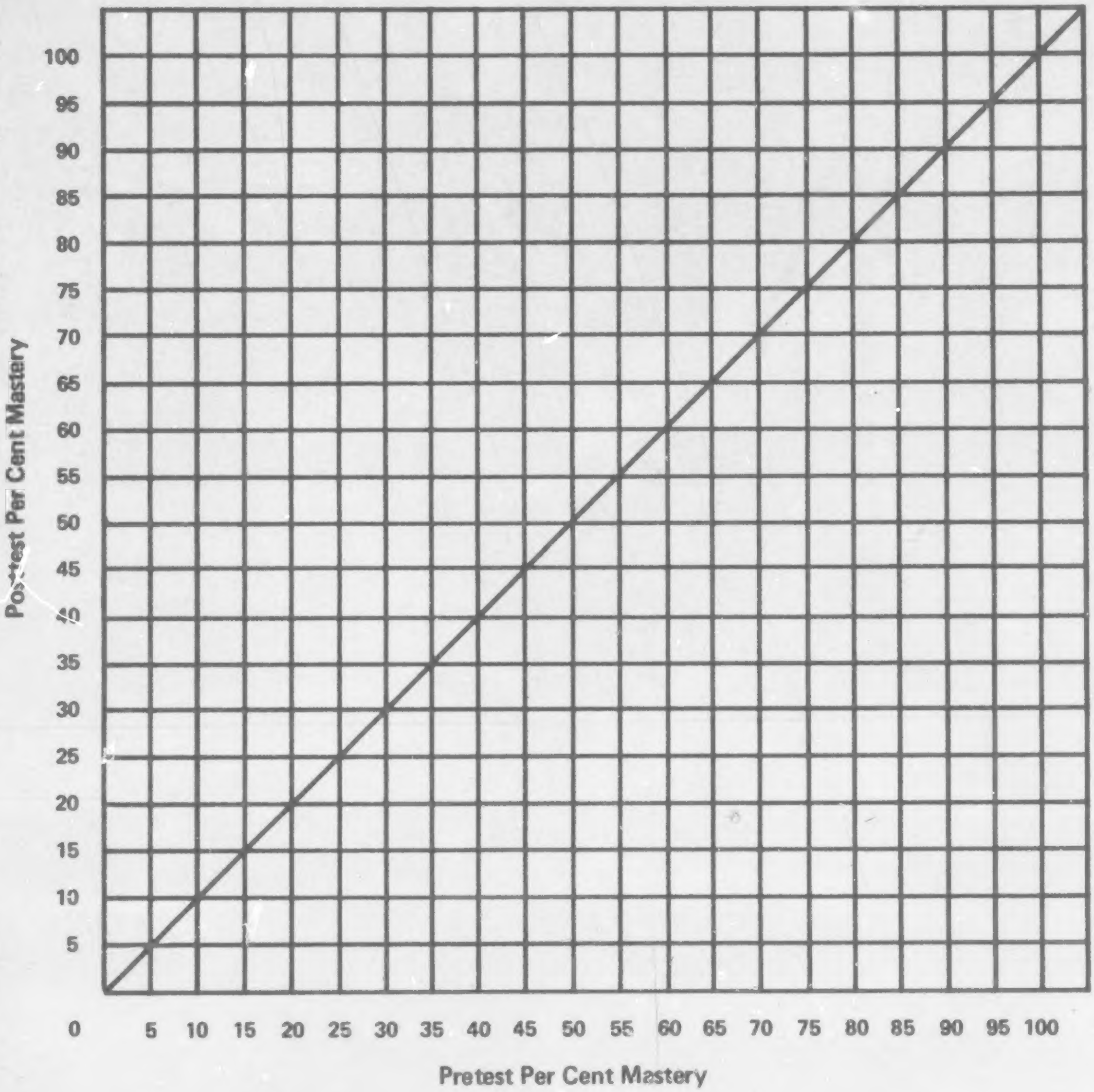
2. The farther to the right that a point is located, the greater the percentage of student mastery on the pretest. Therefore, the potential for gain in percentage from pretest to posttest is smaller.

3. The farther to the left that a point is located, the lower the percentage of student mastery on the pretest. Therefore, the potential for gain from pretest to posttest is greater.

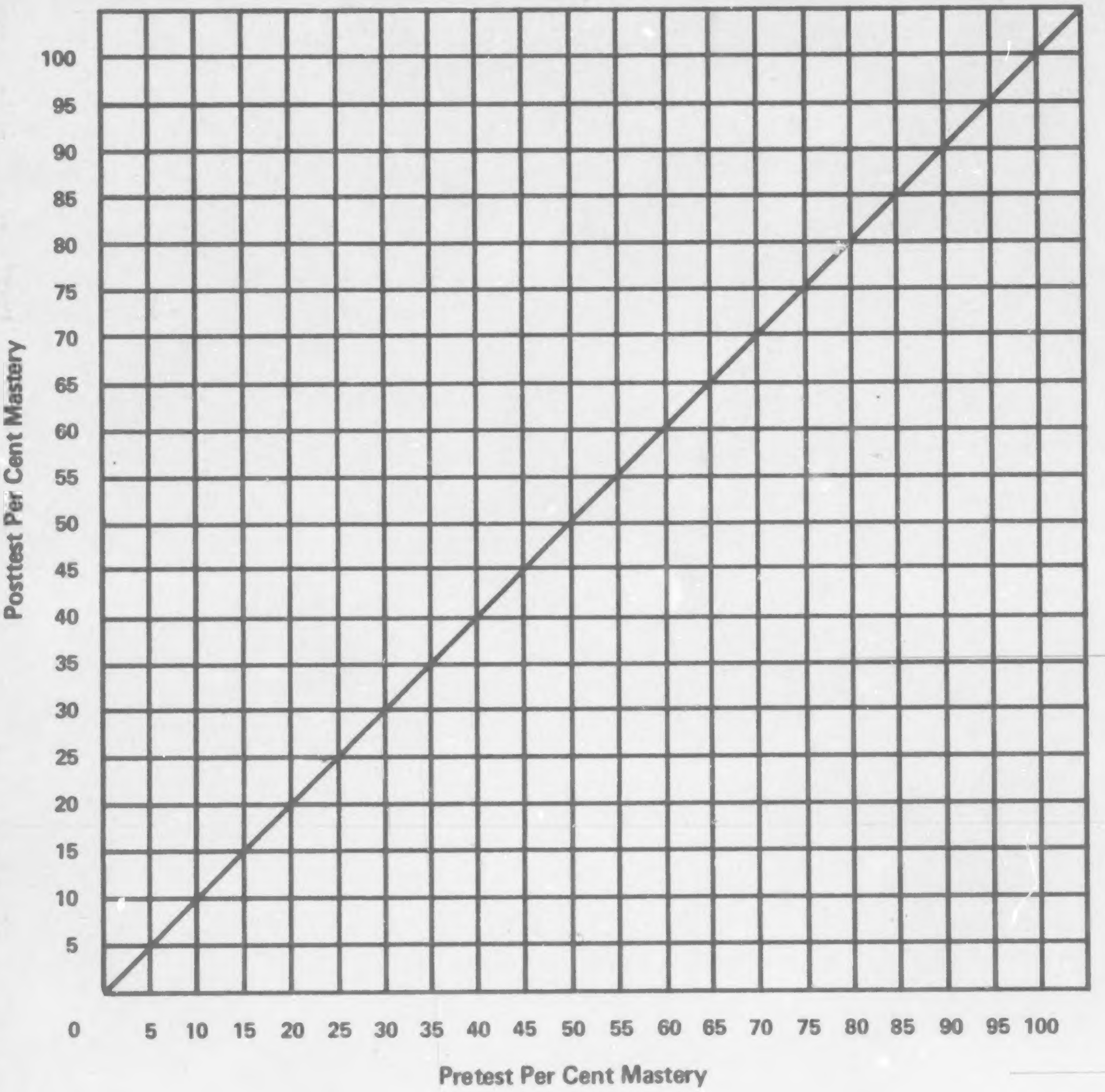
4. Any point below the diagonal line indicates a loss from pretest to posttest.

5. Any point on the line shows no gain from pretest to posttest.

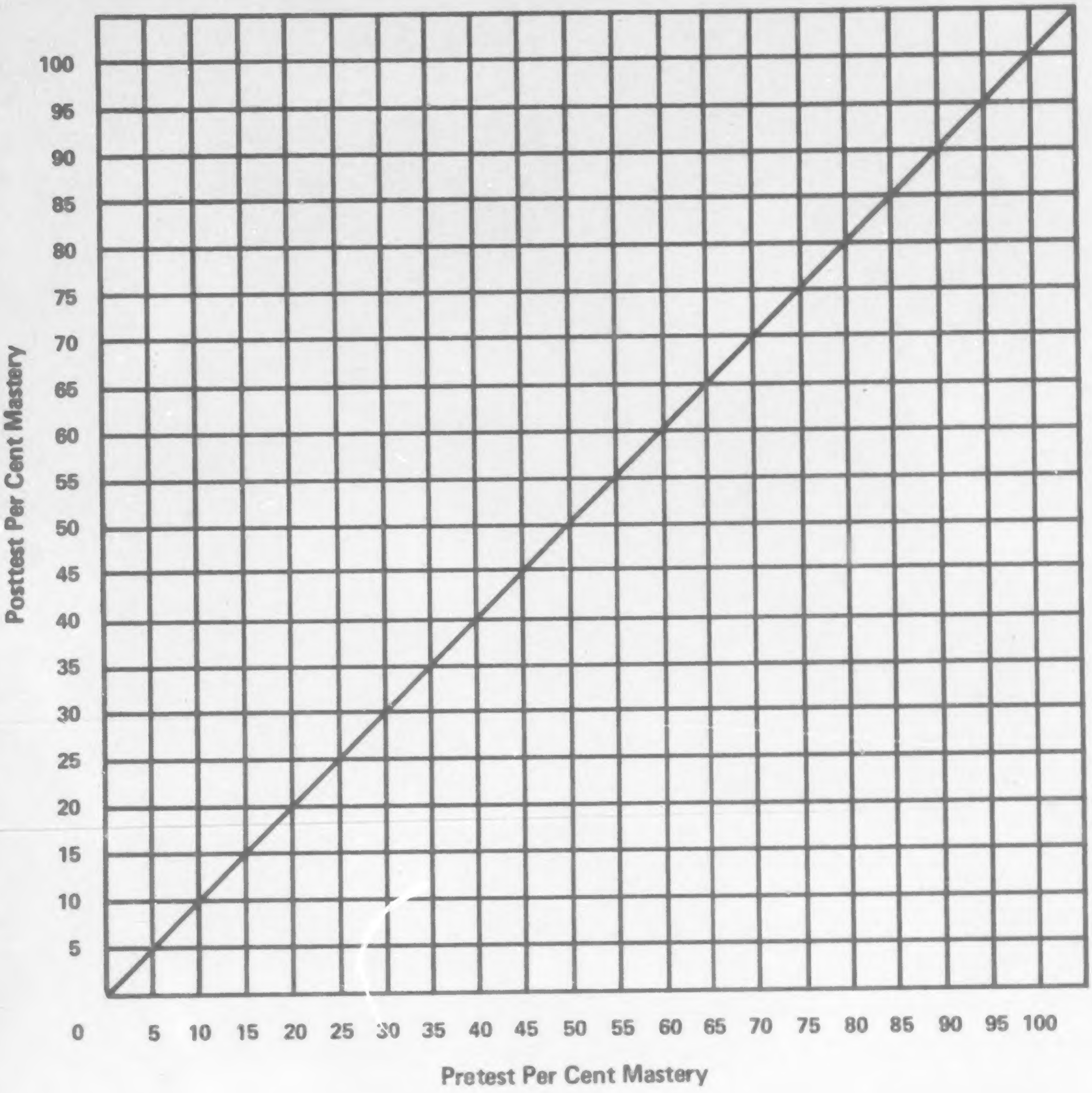
CURRICULAR AREA ______________________________



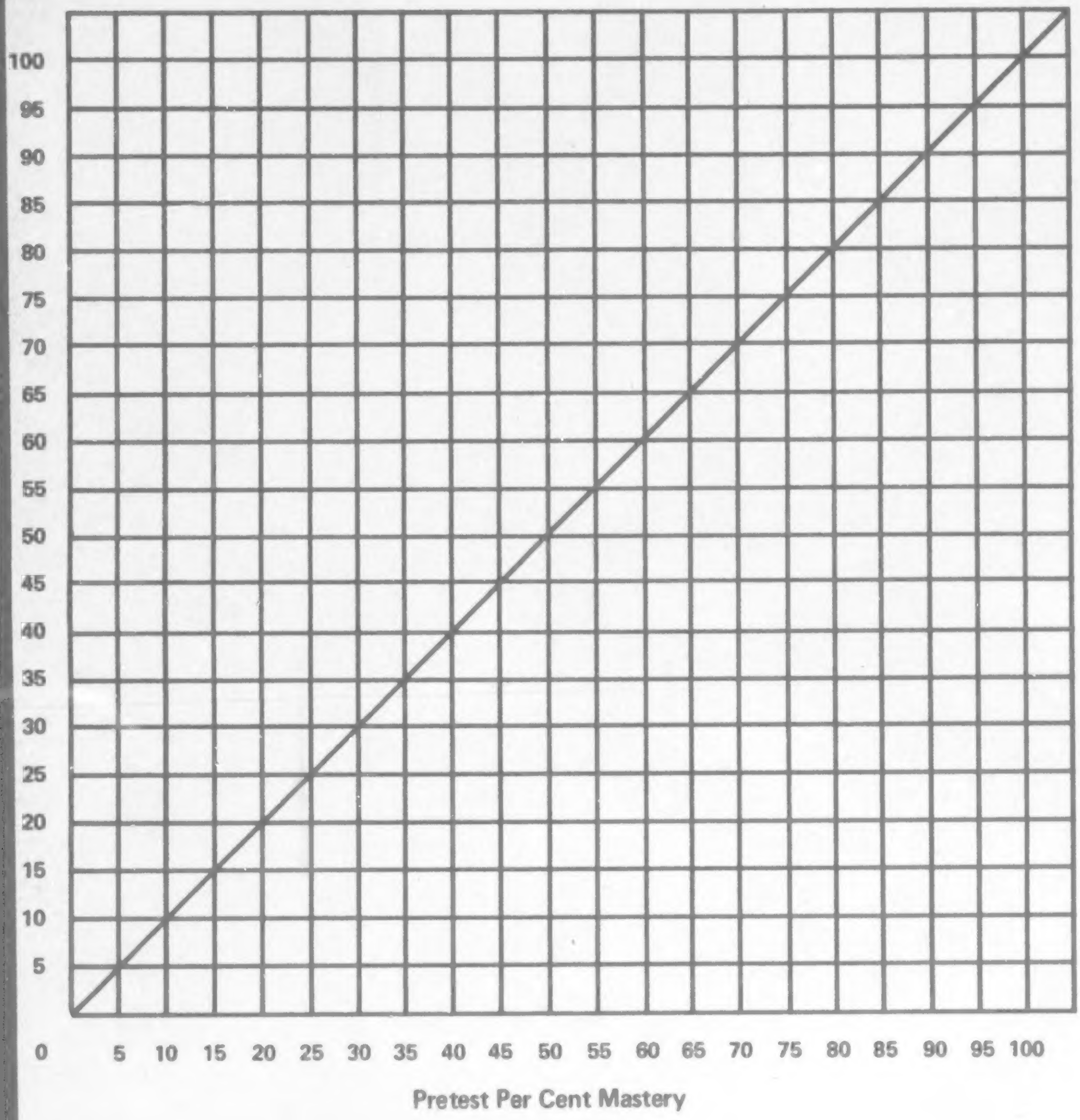
CURRICULAR AREA ____



CURRICULAR AREA ____



CURRICULAR AREA ____



V A CAUTION IN DATA INTERPRETATION

We feel as evaluators that there is much vital data in this study which n be used to influence the decision making process in Title I administration, d also improve the teaching process in the Title I projects. However, as the ader draws inferences and conclusions from the data and discussions this report, we would like to offer a few cautions which should be considered.

1. The PRI, being a criterion-referenced test, was designed primarily as an aid to improving instruction in the classroom, and not as an evaluation instrument. Although we as evaluators see no conflict in using a criterion-referenced test for both purposes, the reader should be aware that this was not the use intended by the test designers.

2. Many comparisons between mastery of various groups of objectives implies that each objective is of equal importance to the reading process, and that reading increases in direct proportion to the number of objectives mastered. It is also implied that each objective is equally difficult to master. We do not at present have sufficient data to assess the degree to which these points may be true.

3. Any test tends to become less accurate as a student's score approaches either the upper or lower limits. It is conversely more accurate near its mid-range scores. We would urge caution in making comparisons involving scores which are at either extreme.

4. A large number of the objectives measured by the Orange level of the PRI (grades 6,7,8),are beyond the reading level of Title I students. This may have accounted partially for the lower scores on Orange Level testing and students might have showed greater gains if a lower level test had been used.

5. Conversely, when a level of the PRI was used which was too easy for a student, then pre-scores tended to be so high as to allow little room for growth.

6. The degree of instructional emphasis as represented by the statewide ratings, is not necessarily synonymous with the importance of the objective in learning to read; although this should have little effect on this study, as there was relatively little difference in the performance of children according to the degree of emphasis of objectives.

VI CONCLUSIONS

There are a number of conclusions which seem appropriate as a result this study and data analysis.

- Perhaps the most important conclusion is that growth is occurring at all grade levels. This is evidenced by Tables 4 - 15 showing the percent of maximum possible growth ranging from a high of 67% at grade 2 to a low of 18% at grade 8. Figures 1 - 8 graph gain scores of 25 to 40 percentage points at the lower grade levels and 8 to 10 points at grade 8. Figure 23 shows a reduction in the gap from pre to post testing between Title I students and reference group average readers. This gap was reduced from 34% to 15% at grade 2 and from 10 to 8% at grade 8. At grade 7 Title I students actually scored higher on posttesting than the average readers.

- Title I students in the lower grades have shown greater growth, on the average, than students at the higher grades. This growth is greater at each successively lower grade level. This conclusion is supported by the statistics summarized under the previous conclusion, and particularly Figure 20 and Table 16, showing a gain of 45% at grade 2, decreasing steadily to 9% at grade 8. Although the objectives at the lower levels may be more specific and more easily mastered, the differences in growth recordedare significant enough to warrant this conclusion.

- Student growth did not seem to be higher for those objectives which were rated as having heavy instructional emphasis by teachers, than for light emphasis objectives. Figures 9 - 19 show the recorded gain for each grade level and for the total group did not vary by more than a few percentage points from heavy to light emphasized objectives.

- From the analysis recorded in Figure 22, one can find no support for the conclusion that a greater investment of money produces a greater growth in reading skills. On the contrary, projects spending over $300 per student tended to show less growth among their students than projects spending less than $100 per pupil.

- The conclusion that the greater the length of time that students spend in the supplemental reading program, the greater the gain will be is also not supported, as shown by Figure 21. Students involved 46 minutes or more per day showed less gain than students involved for lesser amounts of time.

- From the previous two conclusions, it seems to follow that perhaps the single greatest factor influencing children's growth in reading skill is the teacher, and that her/his skill and personality outweigh all other influences such as money spent and time involved.

- Comprehension objectives seem to be particularly important to a student's ability to read, as shown by the item analysis of Table 17, the scatter plots of Appendix H, and the matricies of Appendix G. The recorded growth for these comprehension objectives was less, however, than for objectives in the other three skill areas, as shown by the scatter plots and matricies.

VII RECOMMENDATIONS

The recommendations presented in this section are based upon the findings sented in this study and the evaluator's experience in working with elementary ool programs. They are listed in no specific order, and are intended as points discussion for Title I administrators and project staff.

- A continued effort should be made to gather information which would allow decisions as to the relative effectiveness of various types of Title I programs. Such an effort should be continued into the next year, and expanded to provide control situations allowing more exact comparisons. Specifically this might include a reference group selected as a match to a Title I group at the beginning of the year. It might also include the random assignment of marginal students into a Title I program to study the effect of the program and teacher influence. In addition, an expanded after-the-fact analysis of the 1973-74 data would help provide the data base for a longitudinal study.

- We would recommend the development of national, or state norms, or both, which would allow the PRI to satisfy those people who insist upon standardized test results as the only way to measure the success of a project or student. Too many districts now feel obligated to use both the PRI and a standardized test, producing a duplication of time, effort and cost.

- It is imperative that test results be returned to LEA's more rapidly, preferrably within two to three weeks. If teachers are to effectively use results, they must get such information early enough in the year to be of value. The scoring process which now takes one to three months is much too slow. Perhaps the logistics can be improved or a new center found to do the scoring.

- Greater efforts should be made to insure that test results and local analysis reports get into the hands of teachers and project directors who can best use them to improve instruction. Interview results seem to indicate that such teachers often do not see the reports.

- We feel the number of reports prepared by the computer scoring service may be greater than necessary. We do not believe the duplication of reports by Vermont's four skill areas and the PRI's original seven provides much additional information. Possibly a committee of Title I teachers would be willing to make recommendations on which reports are most valuable.

- We feel the current method of comparing the growth of all districts against those objectives given instructional emphasis by a state averaging process, may do a disservice to the LEA's. It might be more appropriate to compare the growth of each district against their own set of emphasized objectives.

- We feel Title I projects should be encouraged to provide greater emphasis in their instructional program to the comprehension objectives, which seem to be of greatest importance in differentiating between good and poor readers, and which seem to show the least growth of the four skill areas.

APPENDICIES

Appendix A

VERMONT SUPERVISORY UNIONS THAT PARTICIPATED IN THE ESEA TITLE I PRI PROGRAM 1974-75

Addison Northwest Supervisory Union - Vergennes

Addison Central Supervisory Union - Middlebury

Addison Rutland Supervisory Union - Fair Haven

Southwest Vermont Supervisory Union - Bennington

Bennington-Rutland Supervisory Union - Manchester Center

Caledonia North Supervisory Union - Lyndonville

Caledonia Central Supervisory Union - Danville

St. Johnsbury School District - St. Johnsbury

Colchester School District - Colchester

Milton School District - Milton

Chittenden East Supervisory Union - Richmond

Burlington City Schools - Burlington

Winooski School District - Winooski

Essex-Caledonia Supervisory Union - Concord

Essex North Supervisory Union - Canaan

Franklin Northeast Supervisory Union - Richford

Franklin Northwest Supervisory Union - Swanton

Franklin West Supervisory Union - St. Albans Bay

Lamoille South Supervisory Union - Morrisville

Orange East Supervisory Union - Bradford

Orange Washington Supervisory Union - Barre

Orange Windsor Supervisory Union - South Royalton

Orleans-Essex North Supervisory Union - Derby

Orleans Central Supervisory Union - Orleans

Orleans Southwest Supervisory Union - Hardwick

Rutland Southwest Supervisory Union - Poultney

Rutland-Windsor Supervisory Union - Ludlow

Rutland City Public Schools System - Rutland

Washington Central Supervisory Union - Berlin

Washington West Supervisory Union - Moretown

Washington South Supervisory Union - Northfield

Montpelier School District - Montpelier

Barre City Public Schools - Barre

Windham Central Supervisory Union - Townshend

Windham Northeast Supervisory Union - Bellows Falls

Windham Southwest Supervisory Union - Wilmington

Windsor Southeast Supervisory Union - Windsor

Windsor Southwest Supervisory Union - Chester

Springfield Public Schools - Springfield

Grand Isle Supervisory Union - Alburg

NAME ▶ GILDART NANCY STATE ▶ CA GRADE ▶ 6
SCHOOL ▶ WATSON TEACHER ▶ RUSSO
CITY ▶ ANY TOWN DATE OF TESTING ▶ 09/72

PRESCRIPTIVE READING INVENTORY
INDIVIDUAL **DIAGNOSTIC MAP**
ORANGE BOOK

McGraw-Hill

+ INDICATES OBJECTIVE MASTERED
- INDICATES OBJECTIVE NOT MASTERED
R INDICATES REVIEW NEEDED – see Program Reference Guide

PHONIC ANALYSIS	
13. Variant Vowel Sounds: Digraph, Diphthong	-
14. Phonetic Parts: Variant Sounds	+
15. Phonetic Parts: Blending	+
STRUCTURAL ANALYSIS	
22. Pronouns: Referent	+
33. Affixes: Building Words	-
34. Defining Affixed Words	-
35. Defining Affixes	-
36. Punctuation: Commas	+
TRANSLATION	
46. Most Precise Word in Context	R
48. Word Definition in Context	-
49. Word Definition in Isolation	-
52. Synonyms: Selection	-
53. Antonyms: Selection	-
56. Heteronyms: Selection	-
LITERAL COMPREHENSION	
57. Event Sequence	+
58. Story Setting	-
59. Story Detail: Recall or Descriptive Words	-
INTERPRETIVE COMPREHENSION	
62. Cause or Effect	+
63. Inference	-
64. Conclusion: Formation	-
65. Conclusion: Factor Identification	-
66. Predicting Future Action	+
67. Main Idea: Summary, Title or Theme	-
70. Character Analysis: Descriptive Words, Traits, Attitudes	-
73. Idioms or Figures of Speech	-
75. Simile	-
76. Metaphor	+
77. Mood	+
78. Time Span and Period	-
CRITICAL COMPREHENSION	
81. Literary Forms: Satire	+
82. Literary Forms: Myth	+
83. Reality and Fantasy	-
85. Fact and Opinion	-
86. Author Technique: Persuasion	+
87. Author Technique: Irony, Fanciful Language	R
88. Author Technique: Altered Syntax	-
89. Author Purpose	-
90. Symbolism	-

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                                  PRESCRIPTIVE READING INVENTORY
NAME      SMITH, TOM                     DIAGNOSTIC MAP                      TEACHER  JONES
SCHOOL    EISENHOWER                                                         GRADE       5
DISTRICT ENOSBURG           VT                POST-TEST                      TEST DATE  10/73
                                              BLUE BOOK
      OBJ                                                                 OBJ
---------------------------------------------------------------------------------------------------------------------
                                       WORD ATTACK SKILLS
   +   9.  SILENT LETTERS                                             +  13.  VARIANT VOWEL SOUNDS-DIGRAPH, DIPHTHONG
   +  14.  PHONETIC PARTS-VARIANT                                     R  15.  PHONETIC PARTS-BLENDING
   R  32.  AFFIXES-IDENTIFYING PREFIXES, SUFFIXES
---------------------------------------------------------------------------------------------------------------------
                                        LANGUAGE SKILLS
   +  22.  PRONOUNS-REFERENT                                          R  25.  COMPOUNDS-FORMING
   -  30.  SENTENCE BUILDING-PHRASE SELECTION                         R  31.  PHRASE INFORMATION
   R  33.  AFFIXES-BUILDING WORDS                                     R  37.  PUNCTUATION-EXCLAMATION POINT
---------------------------------------------------------------------------------------------------------------------
                                           VOCABULARY
   +  34.  DEFINING AFFIXED WORDS                                     +  45.  MEANING OF RELATED WORDS IN CONTEXT
   +  46.  MOST PRECISE WORD IN CONTEXT                               +  48.  WORD DEFINITION IN CONTEXT
   +  49.  WORD DEFINITION IN ISOLATION                               +  51.  MULTI-MEANING WORDS AND SYNONYMS
   +  52.  SYNONYMS-SELECTION                                         -  53.  ANTONYMS-SELECTION
   +  54.  HOMONYM PAIRS-SELECTION
---------------------------------------------------------------------------------------------------------------------
                                          COMPREHENSION
   R  57.  EVENT SEQUENCE                                             R  58.  STORY SETTING
   R  59.  STORY DETAIL-RECALL OR DESCRIPTIVE WORDS                   -  60.  STORY DETAIL-RECALL BY PARTS
   R  61.  STORY DETAIL-IDENTIFYING TRUE STATEMENTS                   R  62.  CAUSE OR EFFECT
   -  63.  INFERENCE                                                  R  64.  CONCLUSION-FORMATION
   -  66.  PREDICTING FUTURE ACTIONS                                  -  67.  MAIN IDEA-SUMMARY, TITLE OR THEME
   R  70.  CHARACTER ANALYSIS-DESCRIPTIVE WORDS,                      R  71.  DESCRIPTIVE WORDS OR PHRASES
           TRAITS, OR ATTITUDES                                       R  72.  SENSORY IMAGES
   -  73.  IDIOMS OR FIGURES OF SPEECH                                -  75.  SIMILE
   R  76.  METAPHOR                                                   +  77.  MOOD
   +  78.  TIME SPAN AND PERIOD                                       -  80.  LITERARY FORMS-FABLE
   +  83.  REALITY AND FANTASY                                        -  84.  REALITY AND FANTASY-POSSIBILITY
   -  89.  AUTHOR PURPOSE
```

Appendix C
Sample Prescription

TABLE 8 TEXTBOOK- OPEN HIGHWAYS BK 4 (REV) 4F
SCOTT,FORESMAN AND COMPANY 1971 PAGE 16

OBJECTIVE	LEVEL A	B	C	D	STUDENT EDITION REFERENCE	TEACHER EDITION REFERENCE	WORKBOOK REFERENCE
RECOGNITION OF SOUND AND SYMBOL							
1 VOWEL SOUNDS-MATCHING LIKE OR VARIANT	X	X				114G,(115W),125G,126G,127G,133G,135G,142G,151G,164G,208G,214G,(241G,392G)	(35,41,46,47,52,53,58,64,65,73),75,80,95,98,100,102,155
2 CONSONANT SOUNDS-LETTERS		X				(39-43G),49G,69G,72G,(75W,83G),195G,198G	(4,6,7,15,30,31,78)
PHONIC ANALYSIS							
4 CONSONANT SUBSTITUTION-BLENDS	X					(58G,65G)	
5 CONSONANT SUBSTITUTION-INIT. AND FINAL	X	X				(69W,165G)	
7 SYLLABLES-NUMBER	X	X				277G,290G,311G,(327G,336G,351G),357G	(115)
8 RHYMING WORD PARTS		X				(113G)	(154)
11 VARIANT VOWEL SOUNDS-Y		X				(183G,184G)	
12 VARIANT VOWEL SOUNDS-R CONTROLLED		X				(142G,164G,226G),227G,242G	
13 VARIANT VOWEL SOUNDS-DIGRAPH,DIPHTHONG			X	X		134G,181G,184G,188G,(199G,214G,241G),242G,343G,344G	(73,75)
STRUCTURAL ANALYSIS							
17 INFLECTED WORDS(ENDINGS)AND AFFIXES	X	X				(76G,141W)	(17,50)
18 POSSESSIVES		X					(13,98,99)
19 ADJECTIVES-POS.,COMP.,SUPERL.	X	X				(90G,156W)	(26,60)
22 PRONOUNS-REFERENT			X	X		(65G)	(12)
23 CONTRACTIONS-WORD PAIRS/VERB PHRASES	X	X				(99G,149G)	(29,56)
24 COMPOUNDS-RECOGNITION	X					(89G)	
26 WORD STRUCTURE-ENDINGS,SPELLING CHANGE		X				37G,81G,(82G,90G,141G),221G,247G,256G,373G	(21,49,102)
32 AFFIXES-IDENTIFYING PREFIXES,SUFFIXES			X			(90G,220G,262G),341G,373G	
33 AFFIXES-BUILDING WORDS			X	X		(175G)	(70,91,110)
35 DEFINING AFFIXES				X		(341G)	
TRANSLATION							
38 LIKE AND UNLIKE ENTITIES-WORD DEF.	X					(101G)	26,32,66
40 LIKE AND UNLIKE ENTITIES-ANTONYMS	X					(148G)	
42 USE OF CONTEXT-SENTENCE COMPLETION	X						(10,13,22,42,68,84,94,97,98,140)
47 PHRASE DEFINITION IN CONTEXT		X				(72G)	
48 WORD DEFINITION IN CONTEXT		X	X	X		173G,(268G,296G,380G)	(40,63,101,112,124,149)
49 WORD DEFINITION IN ISOLATION		X	X	X			(32,66)
50 MULTI-MEANING WORDS AND DEFINITIONS		X				(123G)	(40)
53 ANTONYMS-SELECTION			X	X			(55)
55 HOMOGRAPHS-SELECTION		X				(381G)	
LITERAL COMPREHENSION							
57 EVENT SEQUENCE	X	X	X	X		(207G,239G,349G)	(3,19,34,38,135,152,153)
58 STORY SETTING	X	X	X	X		(62G,93G,146G),406G	
59 STORY DETAIL-RECALL OR DESCR. WORDS	X	X	X	X		31G,37G,46G,47G,52G,53G,54G,57G,108G,130G,146G,154G,(171G),194G,211G,213G,223G,225G,245G,267G,269G,(273G),279G,282G,286G,295G,310G,319G,331G,332G,339G,340G,350G,354G,355G,360G,(362G),376G,383G,390G,395G,398G,403G,404G,405G	(8,29,37,48,61,63,87,95,96,118),125,127,130,136,141,147,158

NAME ▶ DISTRICT SUMMARY STATE ▶ VT GRADE ▶ 3
SCHOOL ▶ TEACHER ▶
CITY ▶ DATE OF TESTING ▶ 04/74

PRESCRIPTIVE READING INVENTORY
DISTRICT DIAGNOSTIC MAP
RED BOOK

THE DIVISOR USED TO CALCULATE THE PERCENTAGES FOR THIS SUMMARY WAS 70

RECOGNITION OF SOUND AND SYMBOL

1. Vowel Sounds: Matching Like or Variant	84
3. Vowel Sounds: Unlike	84

PHONIC ANALYSIS

4. Consonant Substitution: Blends	93
5. Consonant Substitution: Initial and Final	96
6. Consonant Substitution: Final	94
7. Syllables: Number	93

STRUCTURAL ANALYSIS

16. Inflected Words: Singular/Plural	90
17. Inflected Words (Endings) and Affixes	57
19. Adjectives: Positive, Comparative, Superlative	87
20. Prepositions and Prepositional Phrases	94
21. Pronouns	86
23. Contractions: Word Pairs or Verb Phrases	89
24. Compounds: Recognition	93
28. Subject-Verb Agreement: Irregular Verb	79
29. Sentence Building: Subject-Predicate	90

TRANSLATION

38. Like and Unlike Entities: Word Definition	96
39. Like and Unlike Entities: Synonyms	81
40. Like and Unlike Entities: Antonyms	96
41. Like and Unlike Entities: Positive and Negative Sentences	97
42. Use of Context: Sentence Completion	89
43. Homonyms in Context	83
44. Sentence Sense	84

LITERAL COMPREHENSION

57. Event Sequence	67
58. Story Setting	80
59. Story Detail: Recall or Descriptive Words	90

INTERPRETIVE COMPREHENSION

62. Cause or Effect	73
63. Inference	83
64. Conclusion: Formation	63
67. Main Idea: Summary, Title, or Theme	64
68. Character Analysis: Feelings	89
69. Character Analysis: Motive or Cause	87
72. Sensory Imagery	97

CRITICAL COMPREHENSION

79. Problem Solution	80
83. Reality and Fantasy	80

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                                          PRESCRIPTIVE READING INVENTORY
     NAME      DISTRICT SUMMARY *                DIAGNOSTIC MAP                     TEACHER
     SCHOOL                                                                         GRADE         4
     DISTRICT                       VT              POST-TEST                       TEST DATE 10/73
                                                    BLUE BOOK
 COUNT  PCT  OBJ                                                      COUNT  PCT  OBJ

 -------------------------------------------------------------------------------------------------

                                          WORD ATTACK SKILLS

     5  100   9.  SILENT LETTERS                                       4   80  13.  VARIANT VOWEL SOUNDS-DIGRAPH, DIPHTHONG
     3   60  14.  PHONETIC PARTS-VARIANT SOUNDS                        5  100  15.  PHONETIC PARTS-BLENDING
     3   40  32.  AFFIXES-IDENTIFYING PREFIXES, SUFFIXES

 -------------------------------------------------------------------------------------------------

                                            LANGUAGE SKILLS

     3   60  22.  PRONOUNS-REFERENT                                    4   80  25.  COMPOUNDS-FORMING
     3   60  30.  SENTENCE BUILDING-PHRASE SELECTION                   4   80  31.  PHRASE INFORMATION
     2   40  33.  AFFIXES-BUILDING WORDS                               5  100  37.  PUNCTUATION-EXCLAMATION POINT

 -------------------------------------------------------------------------------------------------

                                              VOCABULARY

     4   80  34.  DEFINING AFFIXED WORDS                               5  100  45.  MEANING OF RELATED WORDS IN CONTEXT
     2   40  46.  MOST PRECISE WORD IN CONTEXT                         4   80  48.  WORD DEFINITION IN CONTEXT
     3   60  49.  WORD DEFINITION IN ISOLATION                         5  100  51.  MULTI-MEANING WORDS AND SYNONYMS
     5  100  52.  SYNONYMS-SELECTION                                   5  100  53.  ANTONYMS-SELECTION
     1   20  54.  HOMONYM PAIRS-SELECTION

 -------------------------------------------------------------------------------------------------

                                             COMPREHENSION

     2   40  57.  EVENT SEQUENCE                                       3   60  58.  STORY SETTING
     4   80  59.  STORY DETAIL-RECALL OR DESCRIPTIVE WORDS             5  100  60.  STORY DETAIL-RECALL BY PARTS
     3   60  61.  STORY DETAIL-IDENTIFYING TRUE STATEMENTS                   0  62.  CAUSE OR EFFECT
     1   20  63.  INFERENCE                                            3   60  64.  CONCLUSION-FORMATION
     2   40  66.  PREDICTING FUTURE ACTIONS                            1   20  67.  MAIN IDEA-SUMMARY, TITLE OR THEME
          0  70.  CHARACTER ANALYSIS-DESCRIPTIVE WORDS,                4   80  71.  DESCRIPTIVE WORDS OR PHRASES
                  TRAITS, OR ATTITUDES                                 5  100  72.  SENSORY IMAGES
     2   40  73.  IDIOMS OR FIGURES OF SPEECH                                0  75.  SIMILE
          0  76.  METAPHOR                                             2   40  77.  MOOD
     3   60  78.  TIME SPAN AND PERIOD                                       0  80.  LITERARY FORMS-FABLE
     2   40  83.  REALITY AND FANTASY                                  4   80  84.  REALITY AND FANTASY-POSSIBILITY
     2   40  89.  AUTHOR PURPOSE

             *  THE DIVISOR USED TO CALCULATE PERCENTAGES WAS          5
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Appendix F

READING OBJECTIVES FROM PRI
AND
INDICES OF EMPHASIS FOR EACH
STATE TITLE I AVERAGES

RATING:
1 = Heavy Emphasis
2 = Moderate Emphasis
3 = Light Emphasis
X = Not Tested at Given Level

	PRI LEVELS						
	RED	RED & GREEN	GREEN	GREEN & BLUE	GREEN & BLUE	BLUE & ORANGE	BLUE & ORANGE
	GRADES						
OBJECTIVES	2	3	4	5	6	7	8
WORD ATTACK SKILLS							
1. The student will distinguish between unlike vowel sounds and demonstrate recognition of like vowel sounds by matching oral words with printed words, or printed words with pictures; or will identify the variant sounds of the same vowel and discriminate among them by choosing the word with the same vowel sound as a given printed word. (Vowel Sounds: Matching Like or Variant)	1	1	1	2	2	2	2
2. The student will identify the letters representing a consonant sound (single consonants, blends, and digraphs) by matching the letters with pictures containing that sound; by recognizing the letters that represent that sound in oral words; or by identifying the printed word which contains that oral sound. (Consonant Sounds: Letters)	X	1	1	2	2	2	2
3. The student will demonstrate recognition of like vowel sounds and will distinguish between unlike vowel sounds by matching oral words with printed words. (Vowel Sounds: Unlike)	1	1	X	X	X	X	X
4. The student will employ consonant substitution to select the correct word to complete a sentence, when given a word with a single consonant and several words which are identical except that they begin with a consonant blend. (Consonant Substitution: Blends)	1	1	X	X	X	X	X
5. The student will employ consonant substitution in choosing from specified initial or final consonants to make a new word when given a printed word. (Consonant Substitution: Initial and Final)	1	1	1	2	2	2	2

	GRADES						
OBJECTIVES	2	3	4	5	6	7	8
6. The student will employ consonant substitution to complete a sentence by identifying the correct word from among words that are identical except for the final consonant. (Consonant Substitution: Final)	1	1	X	X	X	X	X
7. The student will demonstrate recognition of syllable by identifying the number of syllables in oral or pinted words. (Syllables: Number)	2	2	1	1	1	1	1
8. The student will demonstrate recognition of the sounds of words parts in identifying rhyming words. (Rhyming Word Parts)	X	1	1	2	2	2	2
9. The student will identify the silent letters within words to show recognition of silent letters. (Silent Letters)	X	2	2	2	2	2	2
10. The student will identify silent vowels within words to show recognirion of silent vowels. (Silent Vowels)	X	1	1	1	1	1	1
1. The student will identify variant vowel sounds by indicating the words that contain the same y sounds. (Variant Vowel Sounds: y)	X	2	2	2	2	2	2
2. The student will identify variant vowel sounds by indicating the words that contain the same r-controlled vowel sound. (Variant Vowel Sounds: r-controlled)	X	1	1	2	2	2	2
3. The student will discriminate between variant vowel sounds -- ea, oo, au, aw, ou, ow, oi, oy -- in identifying a word that has the same sound as the underlined digraph or diphthong in another word. (Variant Vowel Sounds: Digraph, Diphthong)	X	X	X	1	1	1	1
. The student will demonstrate recognition of the variant phonetic sounds of word parts by identifying words with the same vowel sound -- aw, er, ur, ear, ow, ew, ou, ir, ough, tion(shun) -- or words with the same sound as the part. (Phonetic Parts: Variant Sounds)	X	1	1	1	1	1	1

OBJECTIVES	2	3	4	5	6	7	8
15. The student will blend phonetic parts to build new words by joining together the underlined parts of two words. (Phonetic Parts: Blending)	X	X	X	1	1	1	1
32. The student will demonstrate recognition of affixes and ending by identifying prefixes and suffixes in an affixed or suffixed word. (Affixes: Identifying Prefixes, Suffixes)	X	X	X	1	1	1	1
55. The student will demonstrate recognition of homographic and heteronyms by choosing the correct homograph from two given phonetic transcription (e.g., wind, wind) (Homographs: Selection)	X	2	2	2	2	2	2
56. The student will demonstrate recognition of homographs and heteronyms by selecting the correct heteronym for a sentence from two that have been divided and accented (e.g., des' ert, de sert'). Heteronyms: Selection)	X	X	X	X	3	3	3
LANGUAGE SKILLS							
16. The student will make use of inflected word forms in choosing designated forms of words (singular or plural), or in matching singular or plural words with pictures. (Inflected Words: Singular/Plural)	1	1	X	X	X	X	X
17. The student will make use of affixes and inflected word forms in employing in sentences words to which endings (ed,s,ing) have been added, or in identifying an affix that makes sense when added to a word in a phrase or sentence. (Inflected Words (Endings and Affixes)	1	1	1	1	2	2	2
18. The student will identify a correct possessive form, as used in a phrase, from among the given singular, plural, singular possessive, and plural possessive forms of the same word. (Possessives)	X	2	2	2	2	2	2

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
19. The student will demonstrate recognition of the positive, comparative, and superlative forms of adjectives in selecting the correct form (all provided) of the same adjective. (Adjectives: Positive, Comparative, Superlative)	3	3	3	3	3	3	3
20. The student will identify the meaning of prepositions and prepositional phrases in choosing phrases to complete sentences or in matching sentences with pictures. (Prepositions and Prepositional Phrases)	2	3	X	X	X	X	X
21. The student will make use of pronouns by choosing the correct pronoun to complete a sentence, or by substituting the correct pronoun for a noun in a sentence. (Pronouns)	2	2	2	2	2	2	2
22. The student will make use of pronouns by identifying the referent of a certain pronoun or by identifying a sentence containing incorrect pronoun usage. (Pronouns: Referent)	X	X	X	2	2	2	2
23. The student will make use of contraction and contracted possessives in selecting contractions for word pairs, matching contractions with them, or in supplying the contracted form of a given verb phrase. (Contractions: Word Pairs or Verb Phrases)	2	2	2	2	2	2	2
24. The student will demonstrate recognition of compounds by identifying compound words. (Compounds: Recognition)	1	1	X	X	X	X	X
25. The student will identify words that are compounds or will select a word to complete a compound. (Compounds: Forming)	X	X	X	2	2	2	2
26. The student will employ the mechanics of word structure involving endings that require spelling changes by identifying the root or base word, or by identifying the word with the ending correctly added. (Word Structure: Endings, Spelling Changes)	X	1	1	1	1	1	1

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
27. The student will demonstrate tense usage in selecting the correct verb to complete a sentence in a given tense (e.g., what is happening now? What has already happened?) (Verb Tense)	X	2	2	2	2	2	2
28. When given the forms of an irregular verb, the student will demonstrate subject-verb agreement in selecting the correct form of the verb to complete a certain sentence. (Subject-Verb Agreement: Irregular Verb)	3	3	X	X	X	X	X
29. The student will build sentences in combining subjects and predicates. (Sentence Building: Subject-Predicate)	2	2	X	X	X	X	X
30. The student will build sentences in selecting the appropriate phrase to complete an incomplete sentence. (Sentence Building: Phrase Selection)	X	X	X	2	2	2	2
31. The student will demonstrate recognition of the kind of information in sentence parts by indicating whether certain phrases in sentences tell (when, where, how, what kind, or why). (Phrase Information)	X	X	X	2	2	2	2
33. The student will use affixes to build words by adding the correct affix to a word so that it will complete a sentence or phrase. (Affixes: Building Words)	X	X	X	X	1	1	1
36. The student will employ punctuation in identifying correct usage of commas in general punctuation, or in using commas, to set off an adjectival phrase, phrases in a series, or words in a series. (Punctuation: Commas)	X	X	X	X	2	2	2
37. The student will employ punctuation in selecting a sentence that requires an exclamation point. (Punctuation: Exclamation Point)	X	X	X	3	3	3	3
41. The student will match like or unlike entities by pairing both negative and positive sentences with pictures. (Like or Unlike Entities: Positive and Negative Sentences)	1	2	X	X	X	X	X

OBJECTIVES	GRADES 2	3	4	5	6	7	8
44. The student will demonstrate recognition of sentence sense by matching questions and printed answers or by identifying nonsense sentences when presented with them. (Sentence Sense)	2	2	X	X	X	X	1
47. The student will define phrases in sentence context by associating indicated phrases in sentences with given definitions. (Phrase Definition in Context)	X	3	3	3	2	2	2
VOCABULARY							
34. The student will identify the relationship of roots and affixes by selecting correct definitions for certain affixed word. (Defining Affixed Words)	X	2	2	2	1	1	1
35. The student will select the definition of the affix in an affixed word. (Defining Affixes)	X	X	X	X	2	2	2
38. The student will match like or unlike entities by pairing words with their definitions. (Like or Unlike Entities: Word Definitions)	2	2	X	X	X	X	X
39. The student will match like or unlike entities by pairing words with their synonyms. (Like or Unlike Entities: Synonyms)	1	1	X	X	X	X	X
40. The student will match like or unlike entities by pairing words with their antonyms. (Like or Unlike Entities: Antonyms)	1	1	X	X	X	XX	X
42. The student will demonstrate ability to use context to complete sentences by choosing the only appropriate word from among several unrelated in meaning. (Use of Context: Sentence Completion)	1	1	X	X	X	X	X
43. The student will make use of context in choosing the appropriate homonym from a pair to complete an incomplete sentence. (Homonyms in Context)	2	2	X	X	X	X	X
45. The student will make use of context to select from words related in meaning the word that will complete a sentence appropriately. (Meaning of Related Words in Context)	X	X	X	1	1	1	1

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
46. The student will make use of context to select from among possible words the most suitable or precise word to complete a sentence. (Most Precise Word in Context)	X	X	X	2	1	1	1
48. The student will employ context to demonstrate recognition of word meaning by identifying the correct definition of a word indicated in a sentence. (Word Definition in Context)	X	2	2	2	1	1	1
49. The student will define words in isolation by matching certain words with their definitions. (Word Definition in Isolation)	X	2	2	2	1	1	1
50. The student will employ context to define multi-meaning words by comparing certain sentences containing such words with definitions, or by selecting a sentence from a pair of sentences containing the word to match a given definition. (Multi-meaning Words and Definition)	X	2	2	2	2	2	2
51. The student will demonstrate recognition of the relation of multi-meaning words to synonyms by selecting from a group of words the synonym for a multi-meaning word used in a sentence. (Multi-meaning Words and Synonyms)	X	X	X	2	1	1	1
52. The student will show recognition of synonyms by selecting the synonym for a certain word. (Synonyms: Selection)	X	2	2	1	1	1	1
53. The student will show recognition of antonyms by selecting the antonym for a certain word. (Antonyms: Selection)	X	2	2	1	1	1	1
54. The student will show recognition of homonyms by selecting the correct homonyms from a pair to complete a sentence, or by identifying the correct homonym as used in a sentence. (Homonym Pairs: Selection)	X	2	2	2	2	2	2
COMPREHENSION							
57. The student will demonstrate recall of sequence of events in written material by indicating the specific part of a story in which an event or action occurred (e.g., "first part" or "last part"); by indicating when an event happened in relation to other events; or by selecting the correct arrangement of a series of events. (Event Sequence)	1	1	1	1	1	1	1

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
58. The student will demonstrate recognition of setting in reading matter by identifying the setting of a paragraph, a story, or a part of a story; or by answering questions about the effect of the setting in a story. (Story Setting)	1	1	1	1	1	1	1
59. The student will demonstrate recall of story detail by selecting from among possible facts--actions, places, names, descriptive words -- the one that occurred in the story, or by completing sentences that list part of the detail. (Story Detail: Recall or Descriptive Words)	1	1	1	1	1	1	1
60. The student will recall story details in naming the story or story part in which certain events occurred. (Story Detail: Recall by Parts)	X	1	1	1	1	1	1
61. The student will recall story details in identifying true statements about the story. (Story Detail: Identifying True Statements)	X	1	1	1	1	1	1
62. The student will demonstrate recognition of cause and effect by identifying the cause of a given effect in a story, by matching groups of causes and effects, or by identifying the effect of a given action. (Cause or Effect)	2	1	1	1	1	1	1
63. The student will demonstrate perception of inference by identifying the correct inference that can be drawn from reading material or by answering question about the material that require inferences to be drawn. (Inference)	2	1	1	1	1	1	1
64. The student will demonstrate the ability to form conclusions from reading material by identifying or supplying the logical conclusion or choosing the best of several conclusions, or by answering questions that require conclusions to be drawn. (Conclusion: Formation)	2	1	1	1	1	1	1
65. The student will identify the clues in reading material that lead to a conclusion. (Conclusion: Factor Identification)	X	X	X	X	1	1	1

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
66. The student will draw inferences in anticipating or predicting future action or events based upon the content of reading material. (Predicting Future Actions)	X	2	2	2	1	1	1
67. The student will demonstrate recognition of the main idea of a passage or story by selecting the most appropriate title by choosing the word, phrase, or sentence that tells the main idea; or by identifying the theme, moral (lesson), or best summary statement for a given selection. (Main idea: Summary, Title, or Theme)	1	1	1	1	1	1	1
68. The student will employ character analysis in identifying or describing the feelings of a character at a particular time or throughout a story. (Character Analysis: Feelings)	1	1	1	1	1	1	1
69. The student will employ character analysis in indicating or describing the reason for, or justification of, a story character's action. (Character Analysis: Motive or Cause)	3	3	2	2	1	1	1
70. The student will demonstrate the ability to describe and analyze characters by selecting or identifying character names, manner of speech, specific descriptive sentences, or by answering questions about or choosing description of character traits and attitudes. (Character Analysis: Descriptive Words, Traits, or Attitudes)	X	3	3	3	2	2	2
71. The student will demonstrate the ability to recognize and define descriptive words and phrases by identifying descriptive words and phrases from among given ones or by choosing the most appropriate descriptive word for person or thing. (Descriptive Words or Phrases)	X	X	2	2	2	2	2
72. The student will demonstrate perception of sensory imagery by choosing the most intense or appropriate imagery for a given sense; by indicating the sense to which certain sensory images appeal; or by selecting the example of sensory imagery that answers a given question or completes a given sentence. (Sensory Imagery)	2	2	2	2	3	3	3

OBJECTIONS	GRADES						
	2	3	4	5	6	7	8
3. The student will recognize and employ idioms and figurative language as elements of style by selecting or supplying parallel figures, appropriate sentence completions, or literal definitions. (Idioms or Figures of Speech)	X	2	3	3	3	3	3
74. The student will recognize the purpose of figurative language by defining examples, distinguishing between literal and figurative use of words, supplying examples, or identifying its purpose. (Figurative Expression: Definition)	X	2	2	2	3	3	3
75. The student will demonstrate the ability to recognize and define similes by locating a simile in reading material and choosing its meaning or identifying its referent; by choosing the sentence containing a simile; by choosing a simile to define a phrase; or by identifying a simile. (Simile)	X	3	3	3	3	3	3
76. The student will demonstrate the ability to recognize and define metaphors by selecting the definition of metaphor; by completing a certain sentence with a metaphor; or by identifying a metaphor. (Metaphor)	X	3	3	3	3	3	3
77. The student will show perception of mood by identifying the story elements that set the mood; by identifying in a story the point at which there is a mood change; or by choosing the mood that describes a story or a part of the story. (Mood)	X	3	3	2	2	2	2
78. The student will demonstrate recognition of the period or time span of reading material by using whatever facts or clues are given to determine the period or time span of the material, part of the material or a specified event. (Time Span and Period)	X	3	3	3	2	2	2
79. When given a problem, the student will demonstrate the ability to make judgments by selecting the best solution from those given. (Problem: Solution)	2	2	X	X	X	X	X
80. The student will demonstrate recognition of the literary form of the fable by identifying, describing, or making use of it. (Literary Forms: Fable)	X	X	X	3	3	3	3

OBJECTIVES	GRADES						
	2	3	4	5	6	7	8
81. The student will demonstrate recognition of literary form of the satire by identifying or describing it, identifying the techniques involved and their effect, or by differentiating it from similar forms. (Literary Forms: Satire)	X	X	X	X	3	3	3
82. The student will demonstrate recognition of literary form of the myth by identifying or describing it, matching it with a literal explanation or the events it explains, differentiating between myth and reality, or differentiating it from similar forms. (Literary Forms: Myth)	X	X	X	X	3	3	3
3. The student will distinguish between fantasy and reality by identifying real and make-believe sentences in a group of sentences, or by identifying real and make-believe elements in a given story. (Reality and Fantasy)	2	2	2	2	3	3	3
4. The student will distinguish between fantasy and reality in written material by identifying elements in a story that could or could not be true. (Reality and Fantasy: Possibility)	X	X	X	3	2	2	2
The student will distinguish between fact and opinion by identifying or defining elements in reading material that are fact or opinion. (Fact and Opinion)	X	X	X	X	1	1	1
86. The student will demonstrate recognition of propaganda techniques by identifying an author's attempt to sway the reader to a particular point of view. (Author Technique: Persuasion)	X	X	X	X	2	2	2
7. The student will demonstrate recognition of techniques used to create effects with irony or fanciful language by identifying or defining the technique, or its purpose and uses. (Author Technique: Irony, Fanciful Language)	X	X	X	X	3	3	3
8. The student will demonstrate recognition of technique used to create effect by identifying altered syntax or by choosing a response to a question about altered syntax. (Author Technique: Altered Syntax)	X	X	X	X	3	3	3

OBJECTIVES	2	3	4	5	6	7	8
89. The student will demonstrate recognition of author purpose by identifying the purpose of a given selection (e.g., to entertain, to inform), or by identifying the techniques used by the author to attain his purpose. (Author Purpose)	X	X	X	3	3	3	3
90. The student will demonstrate recognition of symbolism by identifying symbols; by selecting the meaning of given symbols; or by selecting the best symbol for a certain concept, trait, etc.	X	X	X	X	3	3	3

Appendix G
NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 2 RED

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		L-1 C-2	W-4 L V-3 C-3	W-1 L-2	L-1	
MODERATE		L-1 C-2	L-2 C-4	W-1 L-1 V-2	L-1	
LIGHT or NONE		L-1	L-1 C-1			
	W	0%	67%	33%	0%	
TOTALS	L	27%	27	27	18	
BY	V	0	60	40	0	
PERCENT	C	33	67	0	0	

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY				L-1 C-1	W-1 V-2 C-2	W-4 L-3 V-1 C-2
MODERATE				C-1	W-1 L-2 V-1 C-4	L-3 V-1 C-1
LIGHT or NONE					L-2	C-1
	W	0%	0%	0%	33%	67%
TOTALS	L	0	0	9	36	55
BY	V	0	0	0	60	40
PERCENT	C	0	0	17	50	33

NUMBERS OF OBJECTIVES MASTERED
PERCENTAGE OF STUDENTS, BY
DEGREE OF INSTRUCTIONAL EMPHASIS
GRADE 3 RED

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY			L-1 C-3	W-1 V-2 C-4	W-4 L-1 V-1 C-1	L-1
MODERATE				W-1 L-3 V-1 C-2	L-1 V-1 C-1	L-1
LIGHT or NONE			L-1	L-1 C-1		L-1
	W	0	0	33	67	0
TOTALS	L	0	18	36	18	27
BY	V	0	0	60	40	0
PERCENT	C	0	25	58	17	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY				L-1 C-1	V-1 C-2	W-5 L-2 V-2 C-5
MODERATE					W-1 C-1	L-5 V-2 C-2
LIGHT or NONE					L-1	L-2 C-1
TOTALS	W	0	0	0	17	83
BY	L	0	0	9	9	82
PERCENT	V	0	0	0	20	80
	C	0	0	8	25	67

NUMBERS OF OBJECTIVES MASTERED
.PERCENTAGE OF STUDENTS, BY
DEGREE OF INSTRUCTIONAL EMPHASIS
GRADE 3 GREEN

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY	W-3 L-1 V- C-6	W-3 V-1 C-2	L-1	W-1	
MODERATE	W-1 L-2 V-2 C-4	W-1 L-2 V-1	W-2 V-2		
LIGHT or NONE	C-4	L-1	L-1		

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	36%	36%	18%	9%	0%
	L	38	38	25	0	0
	V	33	33	33	0	0
	C	88	12	0	0	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY	C-1	W-2	W-1 L-1 C-5	W-3 L-1 V-1 C-2	W-1 L-1
MODERATE		L-1 C-1	W-1 L-1 V-2 C-3	W-3 L-2 V-3	
LIGHT or NONE		C-1	C-3	L-1	

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0%	18%	18%	55%	9%
	L	0	13	25	50	13
	V	0	0	33	67	0
	C	6	13	69	13	0

NUMBERS OF OBJECTIVES MASTERED
PERCENTAGE OF STUDENTS, BY
DEGREE OF INSTRUCTIONAL EMPHASIS
GRADE 4 GREEN

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		W-2 C-1	W-2 L-1 C-5	W-2 V-1 C-2	W-2 L-1	
MODERATE		L-1	W-1 L-2 V-2 C-5	W-1 L-1 V-2	W-1 V-1	
LIGHT or NONE		C-1	C-2	L-2		
TOTALS BY PERCENT	W	18	27	27	27	0
	L	13	38	38	13	0
	V	0	33	50	17	0
	C	13	75	13	0	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY			C-1	W-3 L-1	W-3 C-7	W-2 L-1 V-1
MODERATE				L-2 V-1 C-2	W-2 L-1 V-2 C-3	W-1 L-1 V-2
LIGHT or NONE				C-2	L-1 C-1	L-1
TOTALS BY PERCENT	W	0	0	27	45	27
	L	0	0	38	25	38
	V	0	0	17	33	50
	C	0	0	25	69	0

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 5 GREEN

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY	W-1 C-1	L-1 C-4	V-2 C-3	W-1 L-1	W-1
MODERATE	W-1	W-2 L-2 C-5	W-3 L-1 V-1 C-1	W-2 L-1 V-3	
LIGHT or NONE		C-2	L-1	L-1	

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	18	18	27	27	9
	L	0	38	25	38	0
	V	0	0	50	50	0
	C	6	69	25	0	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY		C-1	W-1 C-1	L-1 V-1 C-4	W-2 L-1 V-1 C-2
MODERATE			W-2 L-2 C-3	W-5 V-2 C-3	W-1 L-2 V-2
LIGHT or NONE				L-1 C-2	L-1

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0	0	27	45	27
	L	0	0	25	25	50
	V	0	0	0	50	50
	C	0	0	25	56	13

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 6 GREEN

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis

	0-20	21-40	41-60	61-80	81-100
HEAVY	C-1	C-2	W-1 L-1 V-1 C-3	W-1 V-3 C-4	W-1
MODERATE		L-1 C-2	W-3 L-2 C-1	W-4 L-1 V-1	W-1 L-2 V-1
LIGHT or NONE		C-2	C-2		L-1

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0	0	36	45	18
	L	0	13	38	13	38
	V	0	0	17	67	17
	C	6	31	38	25	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis

	0-20	21-40	41-60	61-80	81-100
HEAVY		C-1	W-1 C-1	L-1 V-1 C-4	W-2 V-3 C-4
MODERATE			W-1 L-1	W-4 L-2 V-1 C-3	W-3 L-3 V-1
LIGHT or NONE			C-1	C-2	L-1

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0	0	18	36	45
	L	0	0	13	38	50
	V	0	0	0	33	67
	C	0	6	13	56	25

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 5 BLUE

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		C-3	W-1 V-2 C-5	W-2 C-1	W-1 V-2	
MODERATE			L-2 V-1 C-4	L-1 V-3 C-1	W-1 V-1	L-1
LIGHT or NONE		C-5	L-1 C-3	L-1		
TOTALS BY PERCENT	W	0	20	40	40	0
	L	0	50	33	0	17
	V	0	33	33	33	0
	C	36	55	9	0	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		C-2		V-2 C-4	W-4 C-2	V-2
MODERATE			C-2	L-2 V-1 C-2	L-1 V-3 C-1	W-1 L-1 V-1
LIGHT or NONE		C-3	C-3	C-3	L-2 C-1	
TOTALS BY PERCENT	W	0	0	0	80	20
	L	0	0	33	50	17
	V	0	0	33	33	33
	C	23	23	41	18	0

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 6 BLUE

PRETEST

Degree of Instructional Emphasis	Percentage of Students Mastering Objective				
	0-20	21-40	41-60	61-80	81-100
HEAVY	C-1	C-4	W-2 L-1 V-2 C-4	W-2 V-4	V-2
MODERATE		L-1 V-1 C-4	L-1 C-1	L-1	W-1 L-1
LIGHT or NONE	C-3	C-3	L-1	C-1	

		0-20	21-40	41-60	61-80	81-100
TOTALS BY PERCENT	W	0	0	40	40	20
	L	0	17	50	17	17
	V	0	11	22	44	22
	C	19	52	24	5	0

POSTTEST

Degree of Instructional Emphasis	Percentage of Students Mastering Objective				
	0-20	21-40	41-60	61-80	81-100
HEAVY	C-1	C-1	V-1 C-4	W-2 L-1 V-2 C-4	W-2 V-5
MODERATE		C-1	L-1 C-3	L-1 V-1 C-1	W-1 L-2
LIGHT or NONE	C-1	C-2	C-3	L-1	C-1

		0-20	21-40	41-60	61-80	81-100
TOTALS BY PERCENT	W	0	0	0	40	60
	L	0	0	17	50	33
	V	0	0	11	33	56
	C	14	19	48	24	5

NUMBERS OF OBJECTIVES MASTERED
PERCENTAGE OF STUDENTS, BY
DEGREE OF INSTRUCTIONAL EMPHASIS
GRADE 7 BLUE

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY	C-2	C-1	W-1 L-1 V-2 C-6	W-3 V-4 C-1	V-2
MODERATE		L-1 V-1 C-3	L-1 C-3	L-1	W-1 L-1
LIGHT or NONE	C-3	C-1	L-1 C-1	C-1	

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0	0	20	60	20
	L	0	17	50	17	17
	V	0	11	22	44	22
	C	23	23	45	9	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis	0-20	21-40	41-60	61-80	81-100
HEAVY		C-2	C-3	W-3 L-1 V-2 C-4	W-1 V-6 C-1
MODERATE			C-4	L-2 V-1 C-2	W-1 L-2
LIGHT or NONE		C-3		L-1 C-2	C-1

TOTALS BY PERCENT		0-20	21-40	41-60	61-80	81-100
	W	0	0	0	60	40
	L	0	0	0	67	33
	V	0	0	0	33	67
	C	0	23	32	36	9

NUMBERS OF OBJECTIVES MASTERED
PERCENTAGE OF STUDENTS, BY
DEGREE OF INSTRUCTIONAL EMPHASIS
GRADE 8 BLUE

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		C-2	C-1	W-2 L-1 V-2 C-6	W-2 V-4 C-1	V-2
MODERATE			C-2	L-2 V-1 C-2	L-1 C-1	W-1 L-1
LIGHT or NONE		C-2	C-3	L-1 C-1	C-1	
TOTALS BY PERCENT	W	0	0	40	40	20
	L	0	0	67	17	17
	V	0	0	33	44	22
	C	25	38	56	19	0

POSTTEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY			C-2	V-1 C-5	W-3 L-1 V-4 C-2	W-1 V-3
MODERATE			C-2	C-2	L-2 V-1 C-1	W-1 L-2
LIGHT or NONE			C-3	C-2	L-1 C-1	
TOTALS BY PERCENT	W	0	0	0	60	40
	L	0	0	0	67	33
	V	0	0	11	56	33
	C	0	44	56	25	0

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONAL EMPHASIS

GRADE 7 ORANGE

PRETEST

Degree of Instructional Emphasis		Percentage of Students Mastering Objective				
		0-20	21-40	41-60	61-80	81-100
HEAVY		C-7	V-1 C-3	W-1 L-1 V-3	W-1 V-2	W-1
MODERATE		L-1 C-4	V-1	L-1		
LIGHT or NONE		C-8	W-1 C-2			
	W	0	25	25	25	25
TOTALS	L	33	0	67	0	0
BY	V	0	29	43	29	0
PERCENT	C	79	21	0	0	0

POSTTEST

Degree of Instructional Emphasis		Percentage of Students Mastering Objective				
		0-20	21-40	41-60	61-80	81-100
HEAVY		C-3	C-5	C-2	W-2 L-1 V-3	W-1 V-1
MODERATE		L-1 C-2	V-1 C-2	L-1		
LIGHT or NONE		C-7	C-3	W-1		
TOTALS	W	0	0	25	50	25
BY	L	33	0	33	33	0
PERCENT	V	0	14	29	43	14
	C	50	42	8	0	0

NUMBERS OF OBJECTIVES MASTERED

PERCENTAGE OF STUDENTS, BY

DEGREE OF INSTRUCTIONS EMPHASIS

GRADE 8 ORANGE

PRETEST

Percentage of Students Mastering Objective

Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		C-5	C-5	W-1 L-1 V-2	W-2 V-3	V-1
MODERATE		L-1 C-3	V-1 C-1		L-1	
LIGHT or NONE		C-7	C-3	W-1		
TOTALS	W	0	0	50	50	0
BY	L	33	0	33	33	0
PERCENT	V	0	14	29	43	14
	C	63	38	0	0	0

POSTTEST

Percentage of Students Mastering Objective

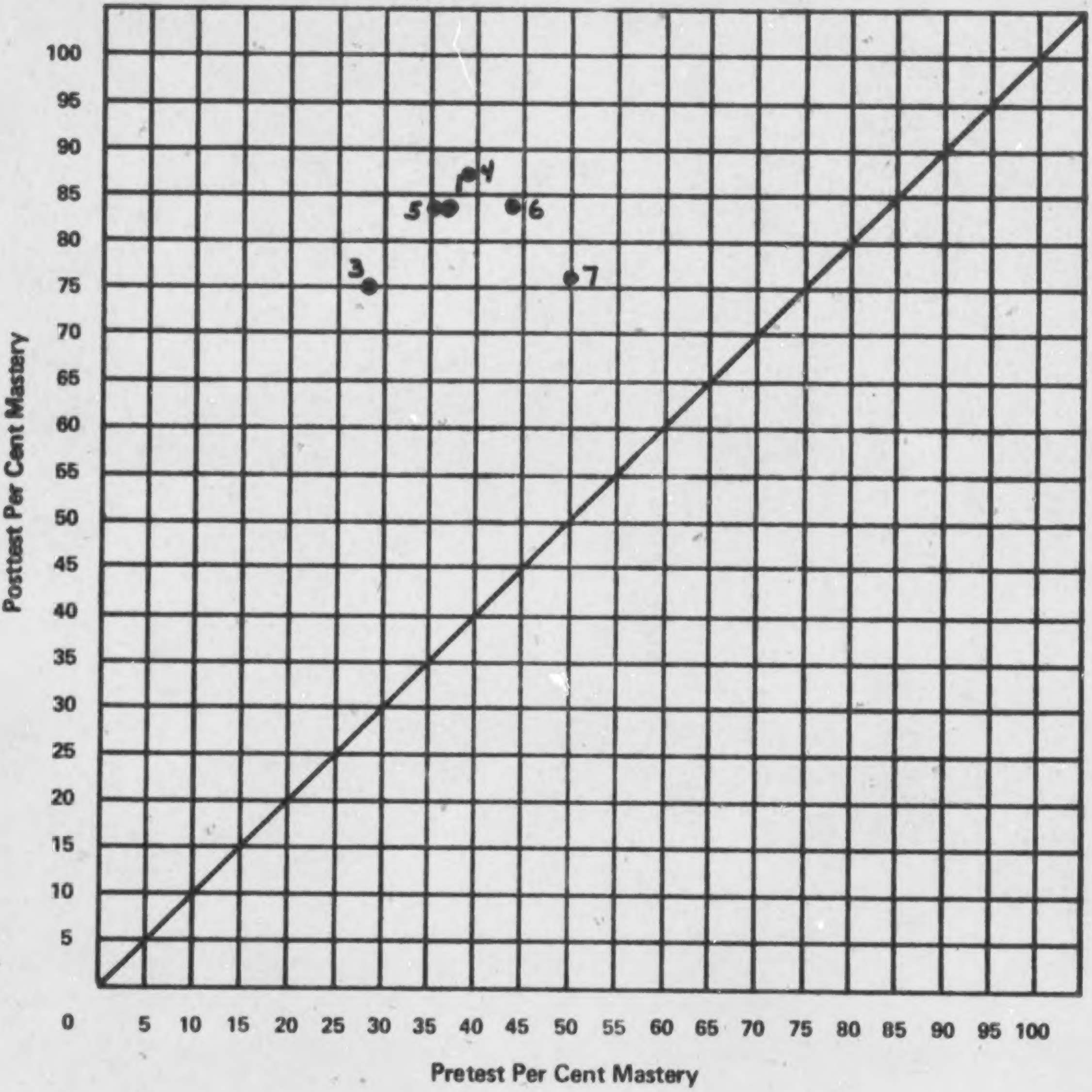
Degree of Instructional Emphasis		0-20	21-40	41-60	61-80	81-100
HEAVY		C-1	C-7	C-2	W-2 L-1 V-5	W-1
MODERATE		L-1 C-1	C-3	V-1	L-1	
LIGHT or NONE		C-3	C-6	W-1 C-1		
TOTALS	W	0	0	25	50	25
BY	L	33	0	0	67	0
PERCENT	V	0	0	29	71	0
	C	21	67	13	0	0

SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 2
PRI Level Red

CURRICULAR AREA Word Attack

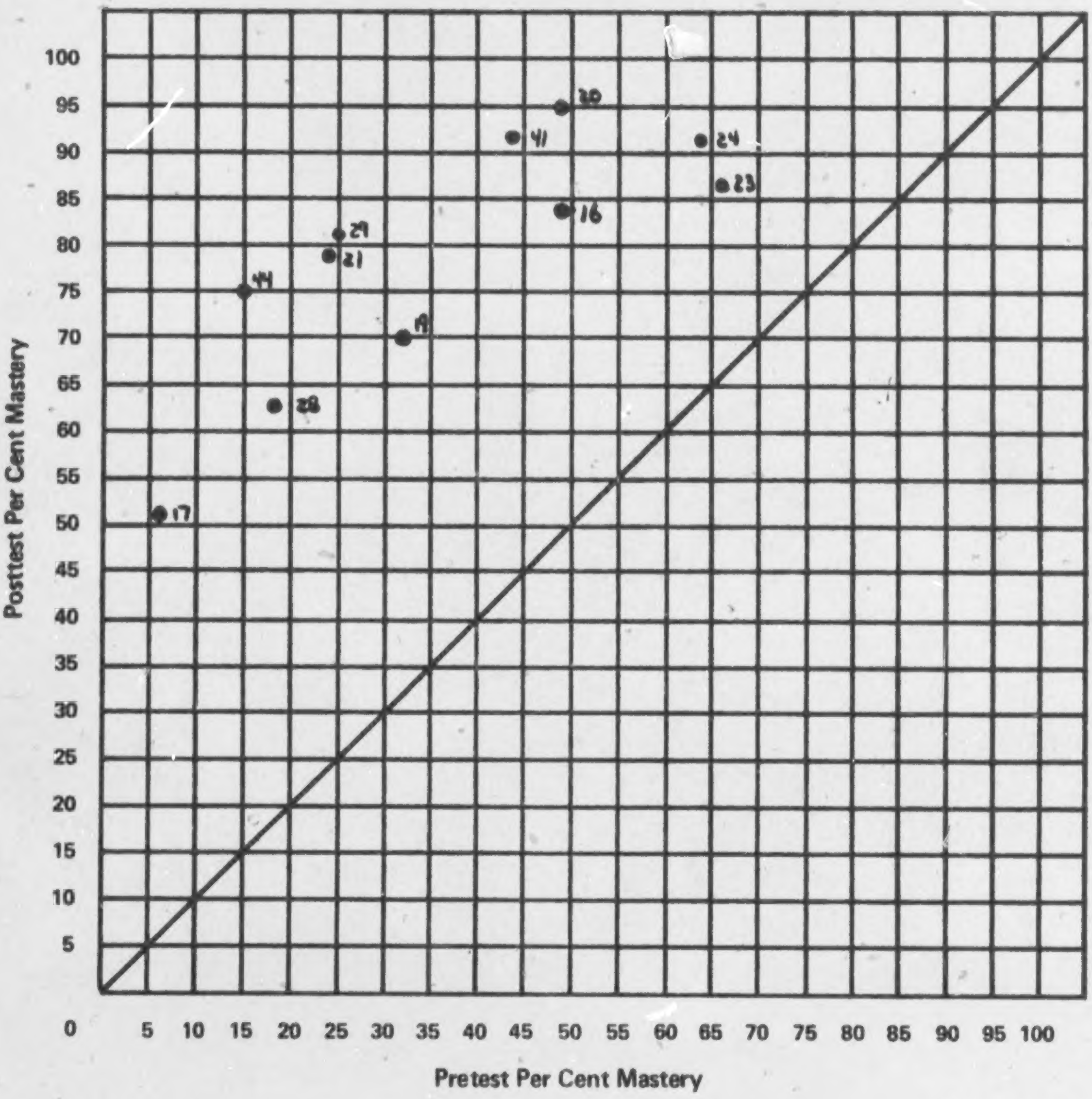


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 2
PRI Level Red

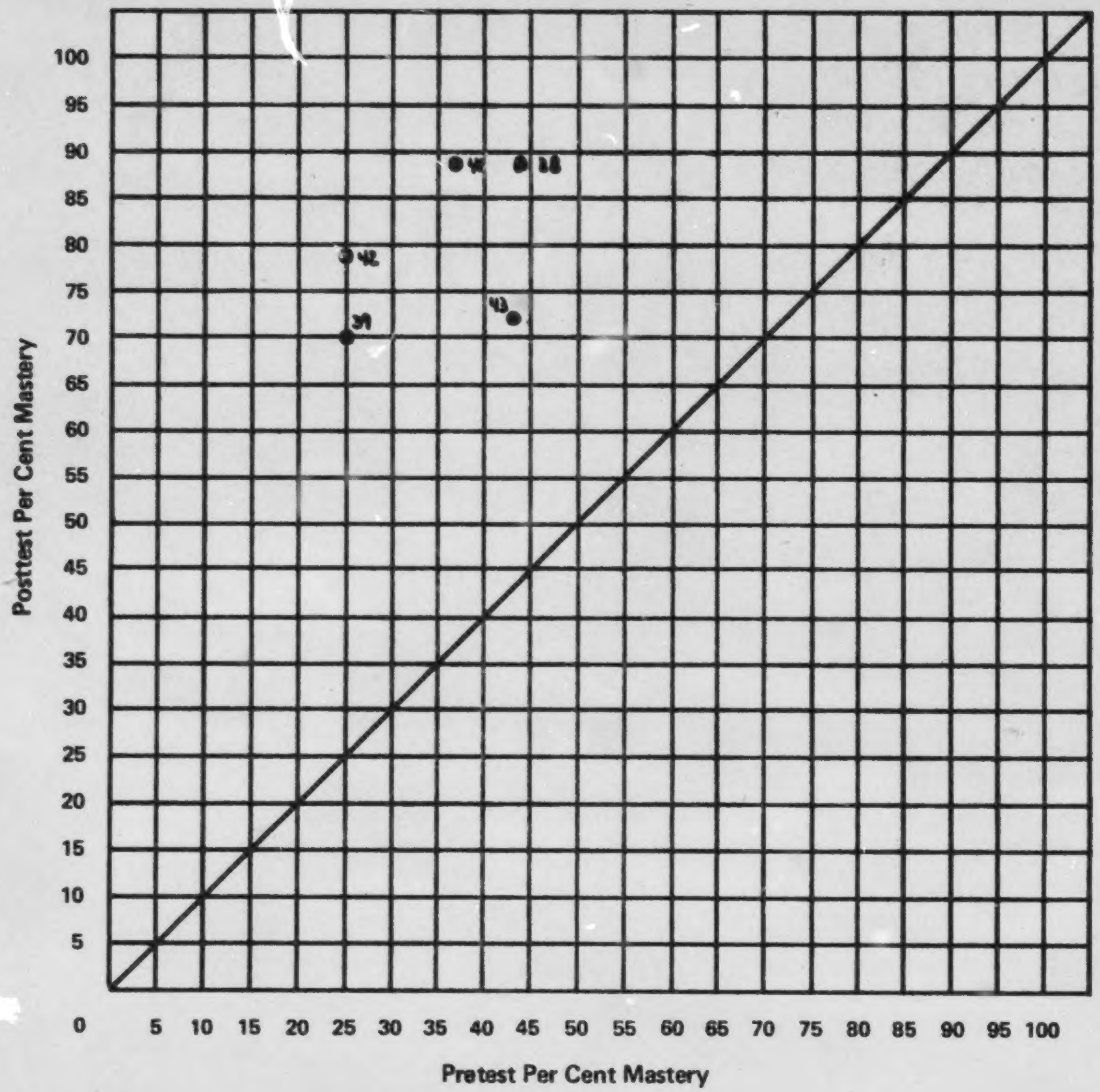
CURRICULAR AREA Language



PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 2
PRI Level Red

CURRICULAR AREA Vocabulary

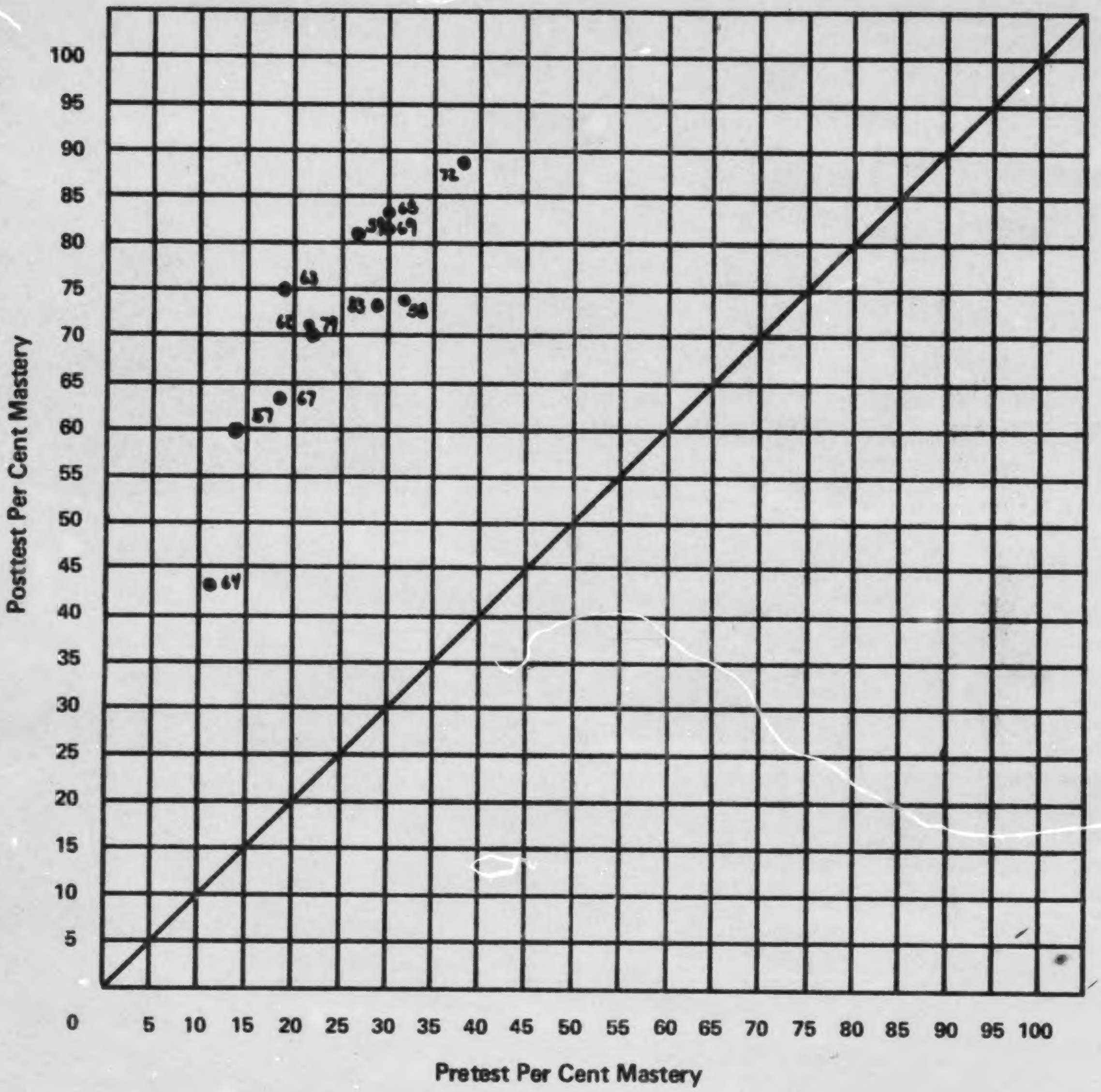


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 2
PRI Level Red

CURRICULAR AREA Comprehension

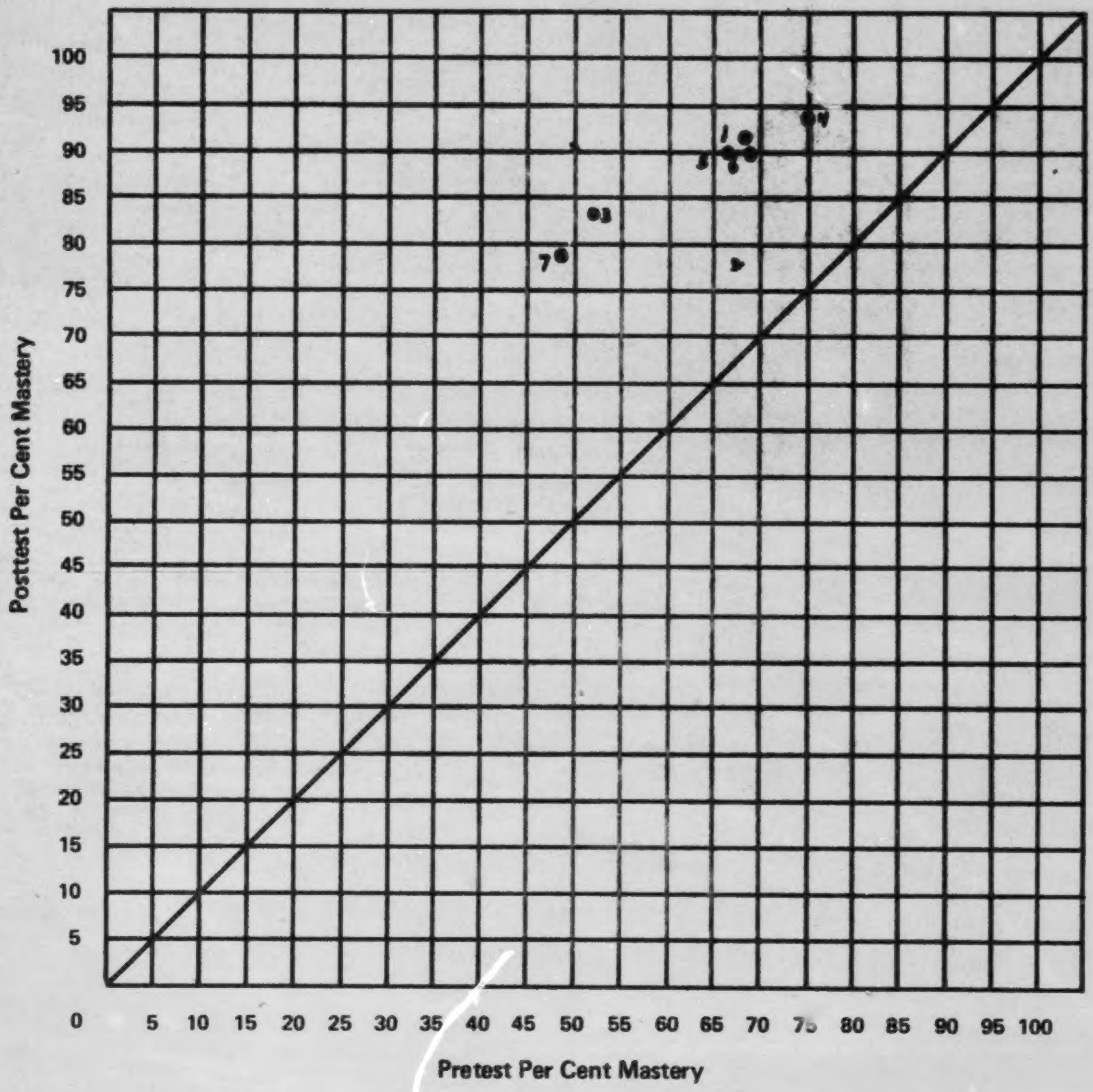


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Red

CURRICULAR AREA Word Attack

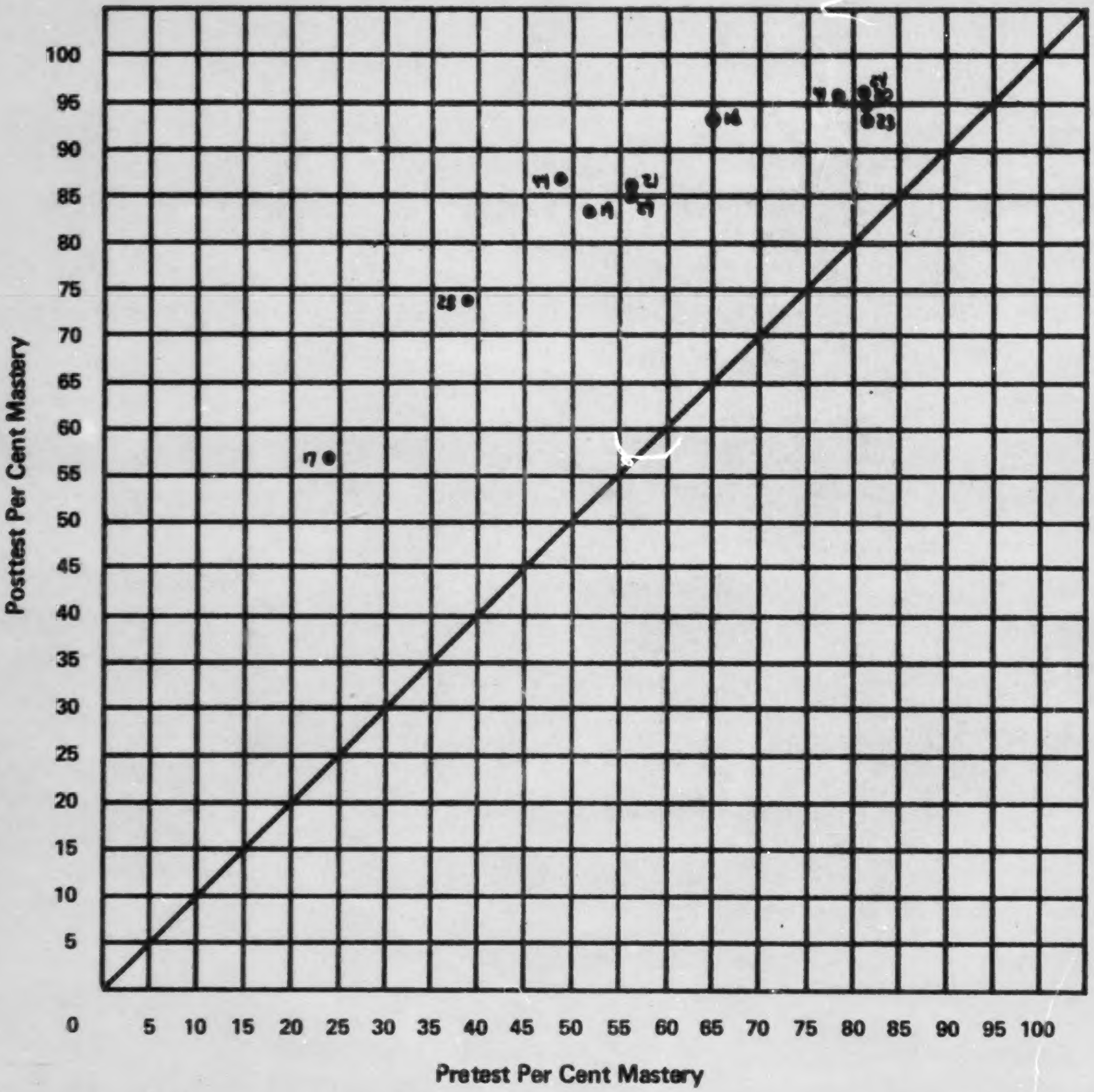


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Red

CURRICULAR AREA Language

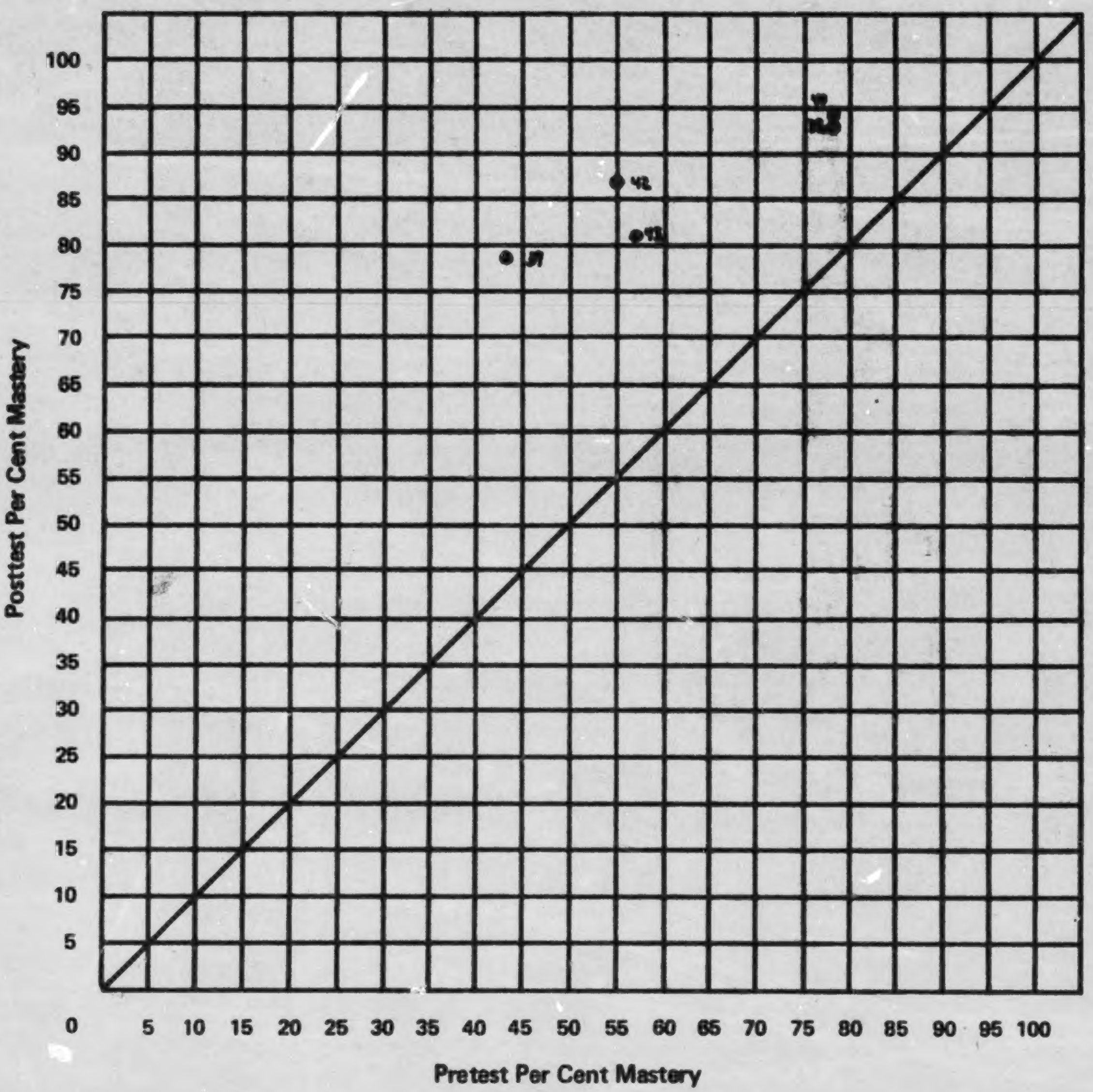


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Red

CURRICULAR AREA Vocabulary

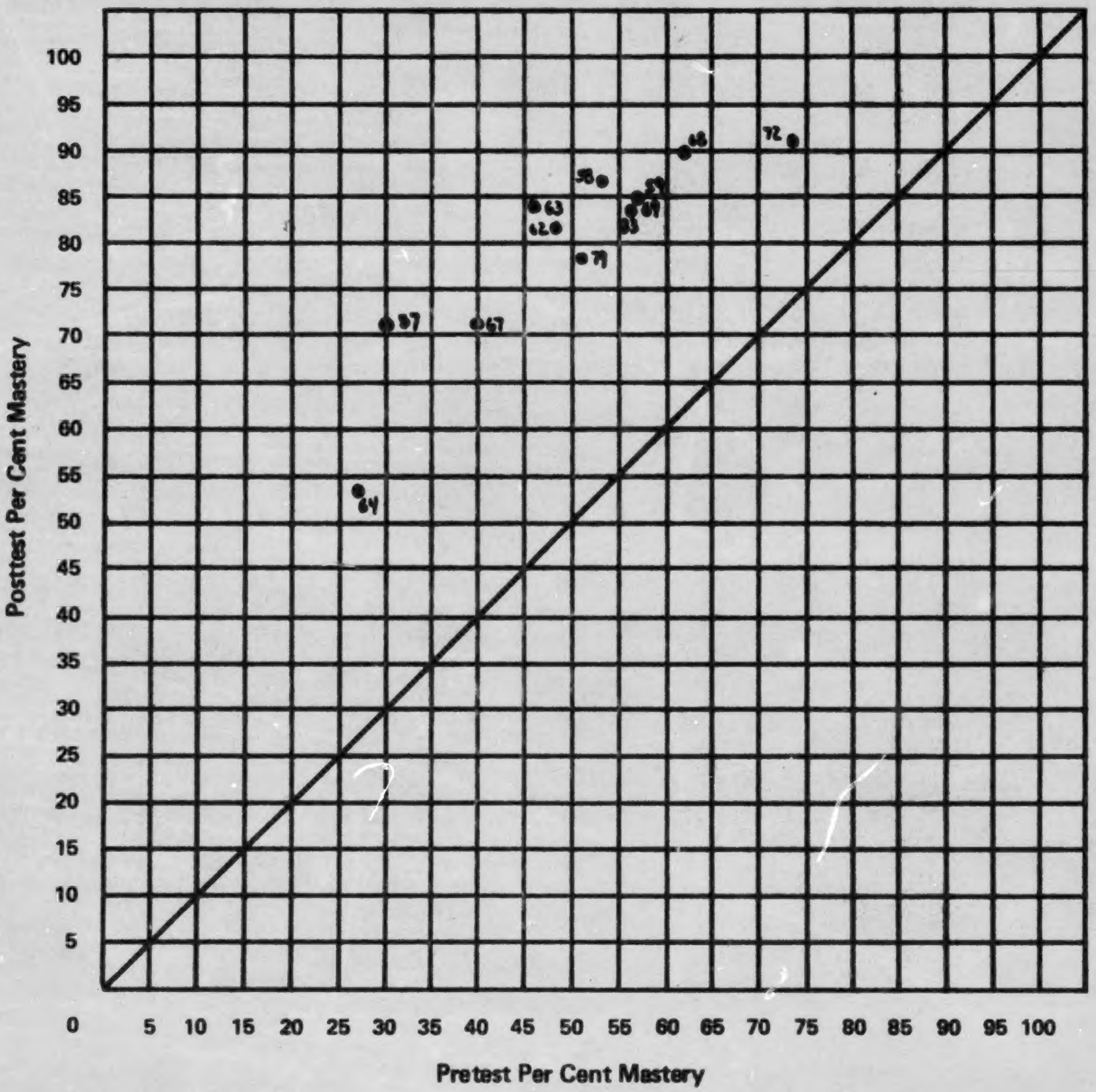


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Red

CURRICULAR AREA Comprehension

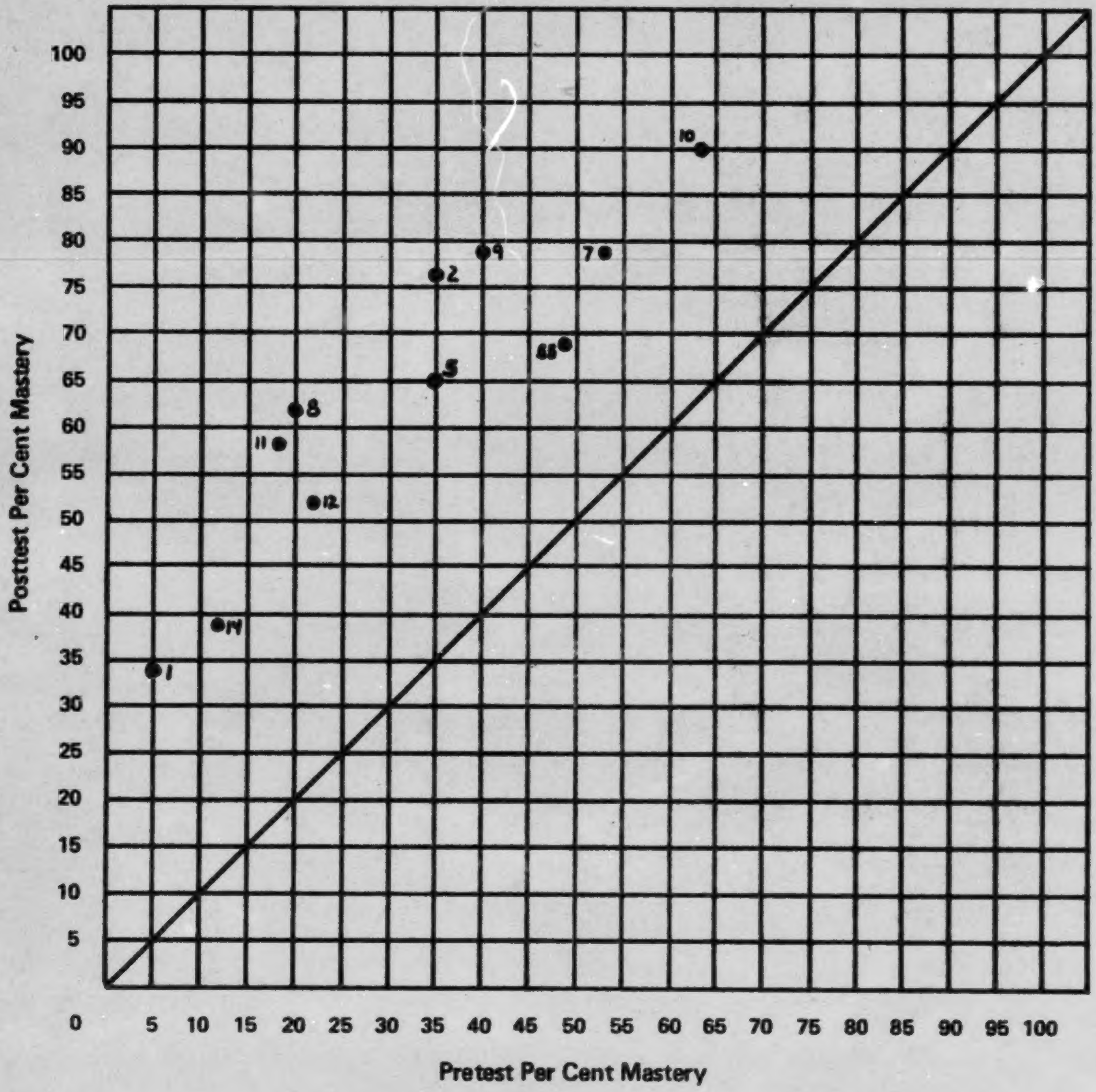


SCATTER PLOT

PRETEST AND POSTTEST PRECENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Green

CURRICULAR AREA Word Attack

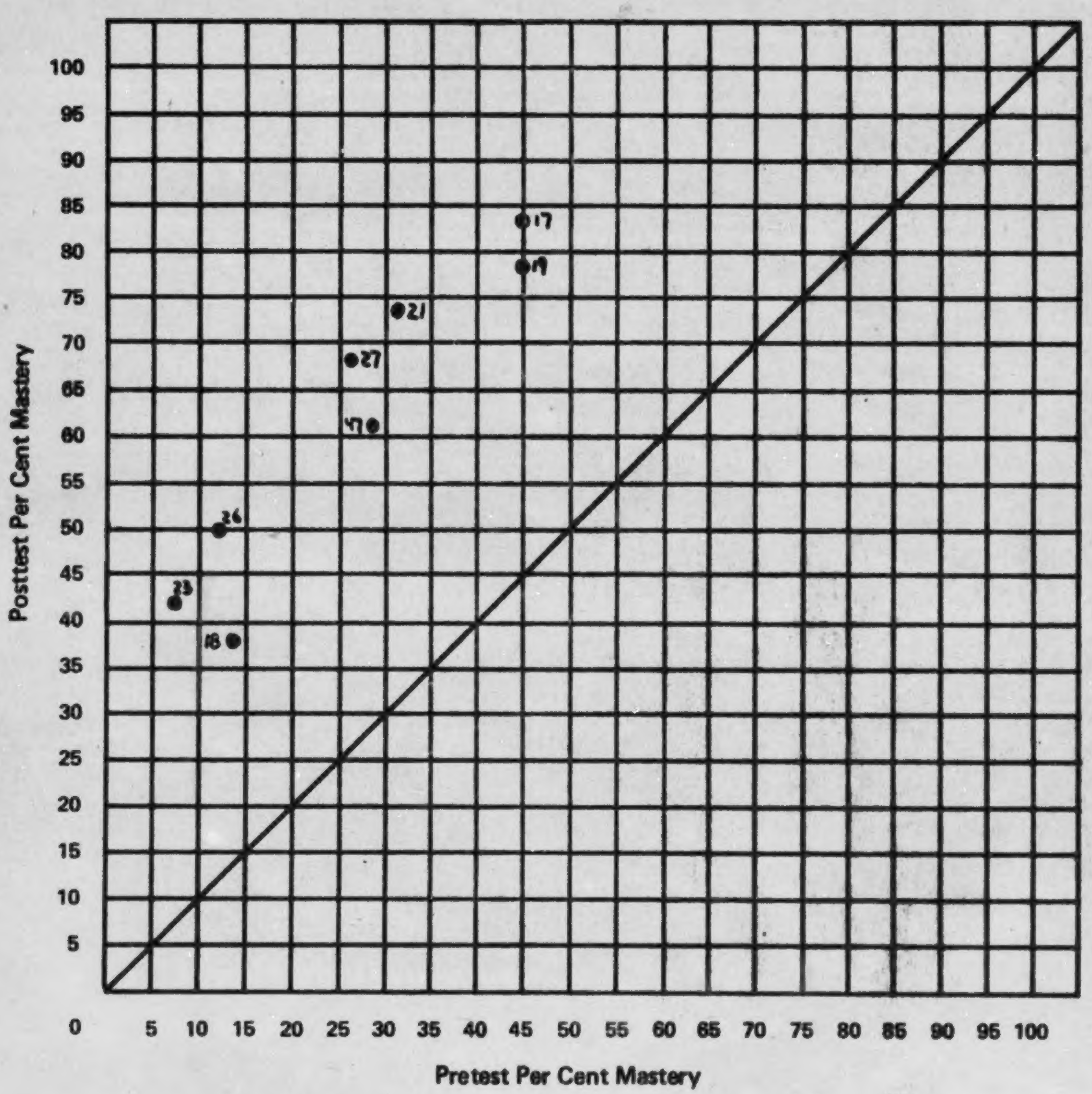


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Green

CURRICULAR AREA Language

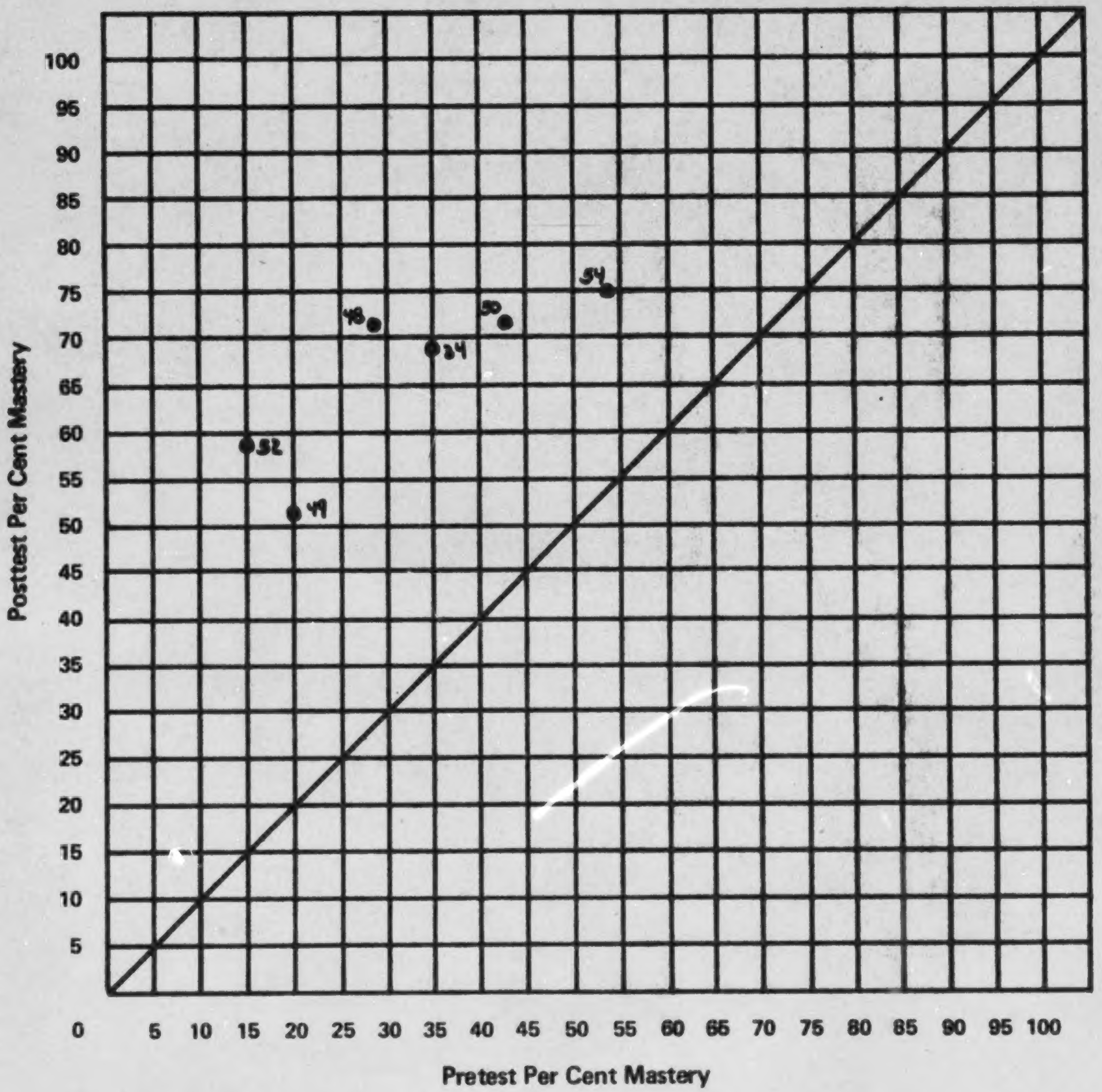


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 3
PRI Level Green

CURRICULAR AREA Vocabulary



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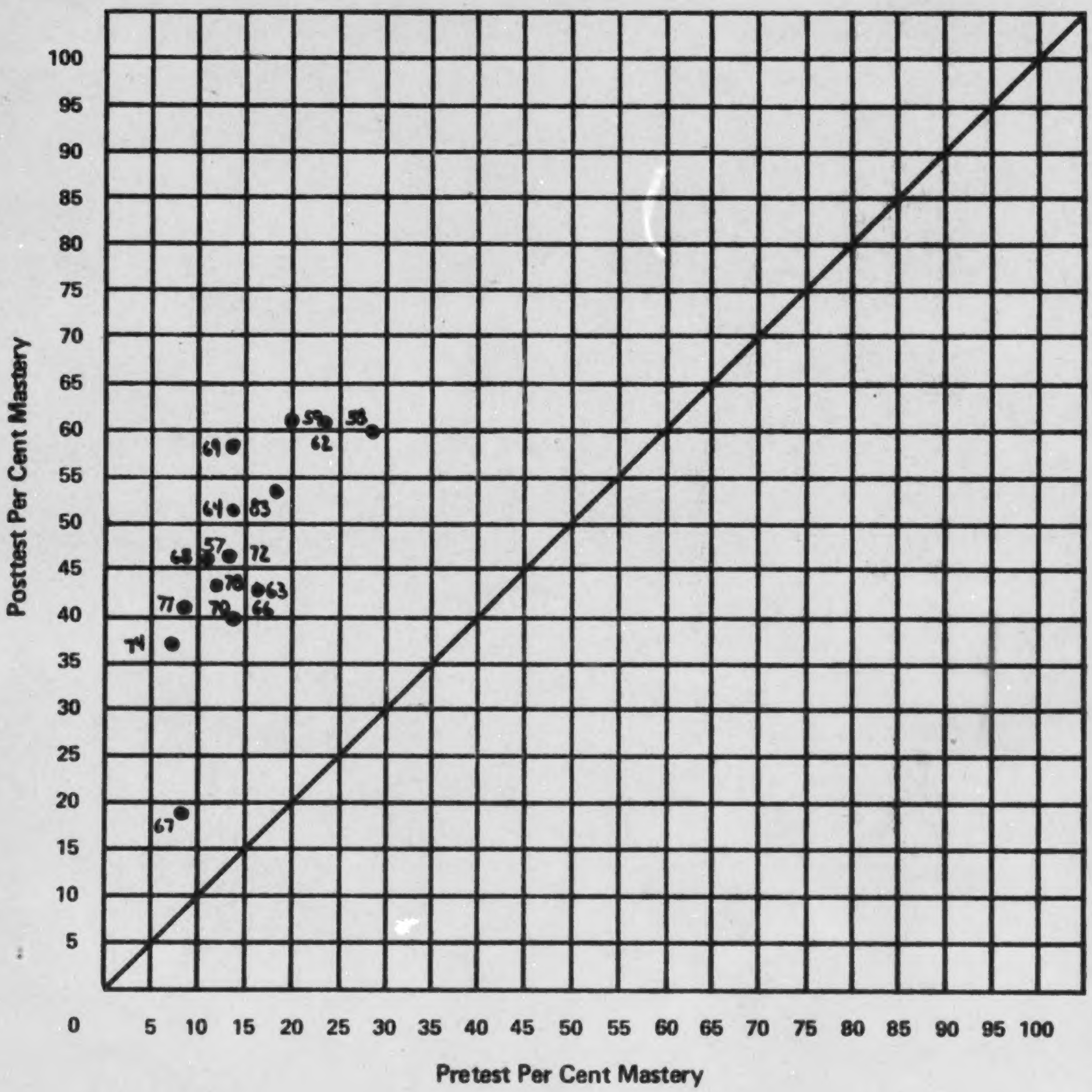
SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 3
PRI Level Green

CURRICULAR AREA Comprehension

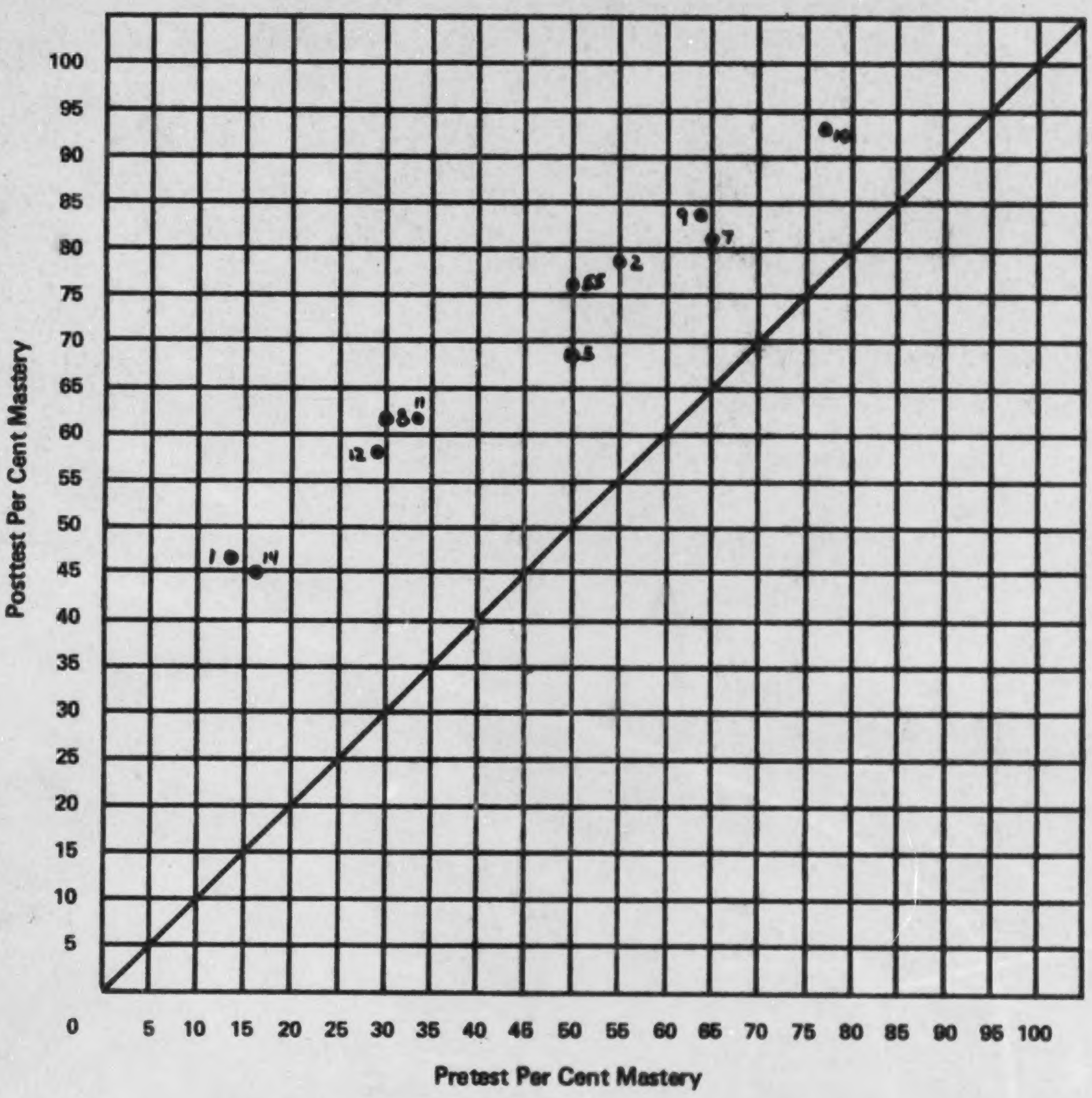


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 4
PRI Level Green

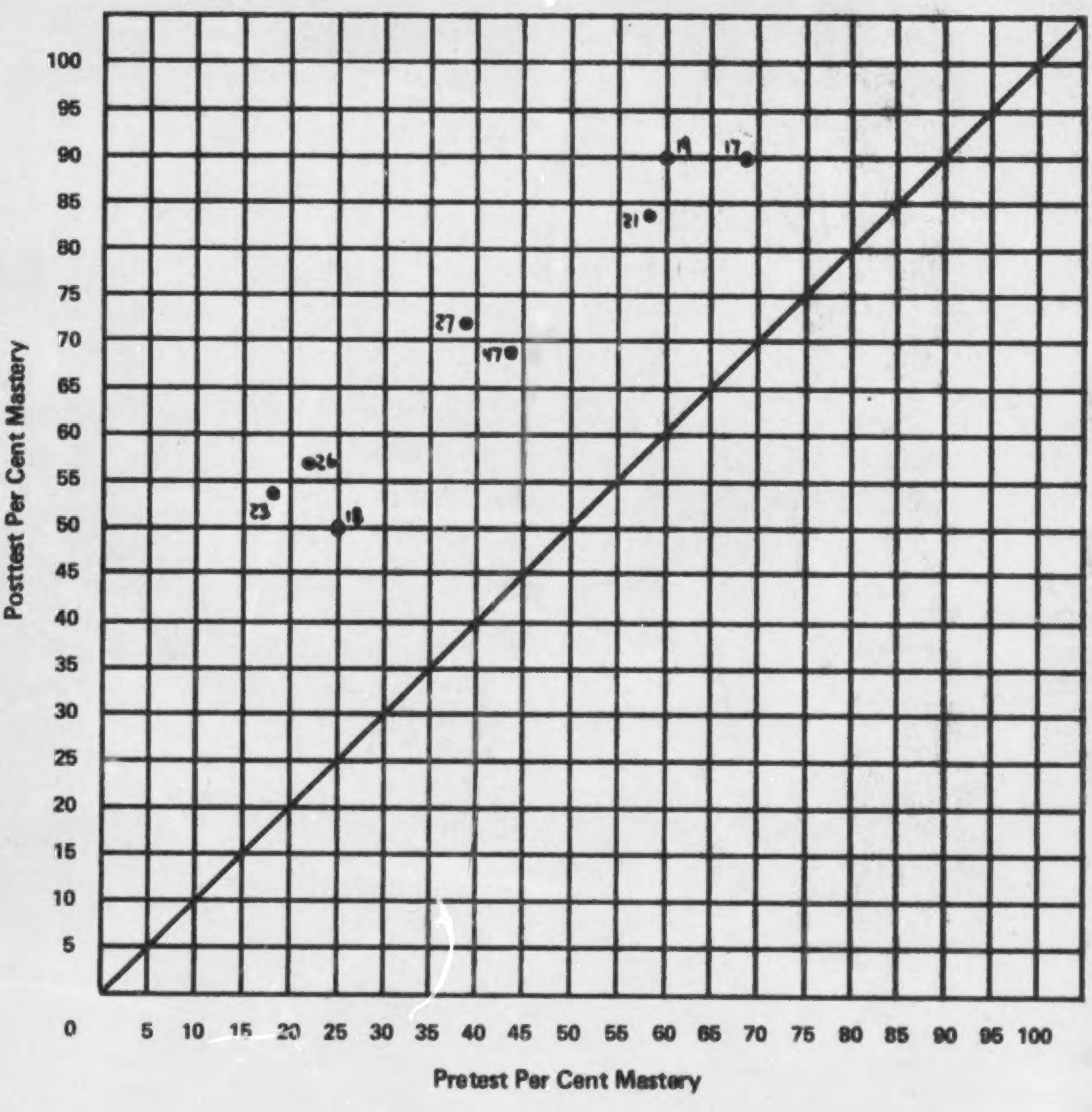
CURRICULAR AREA Word Attack



OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 4
PRI Level Green

CURRICULAR AREA Language

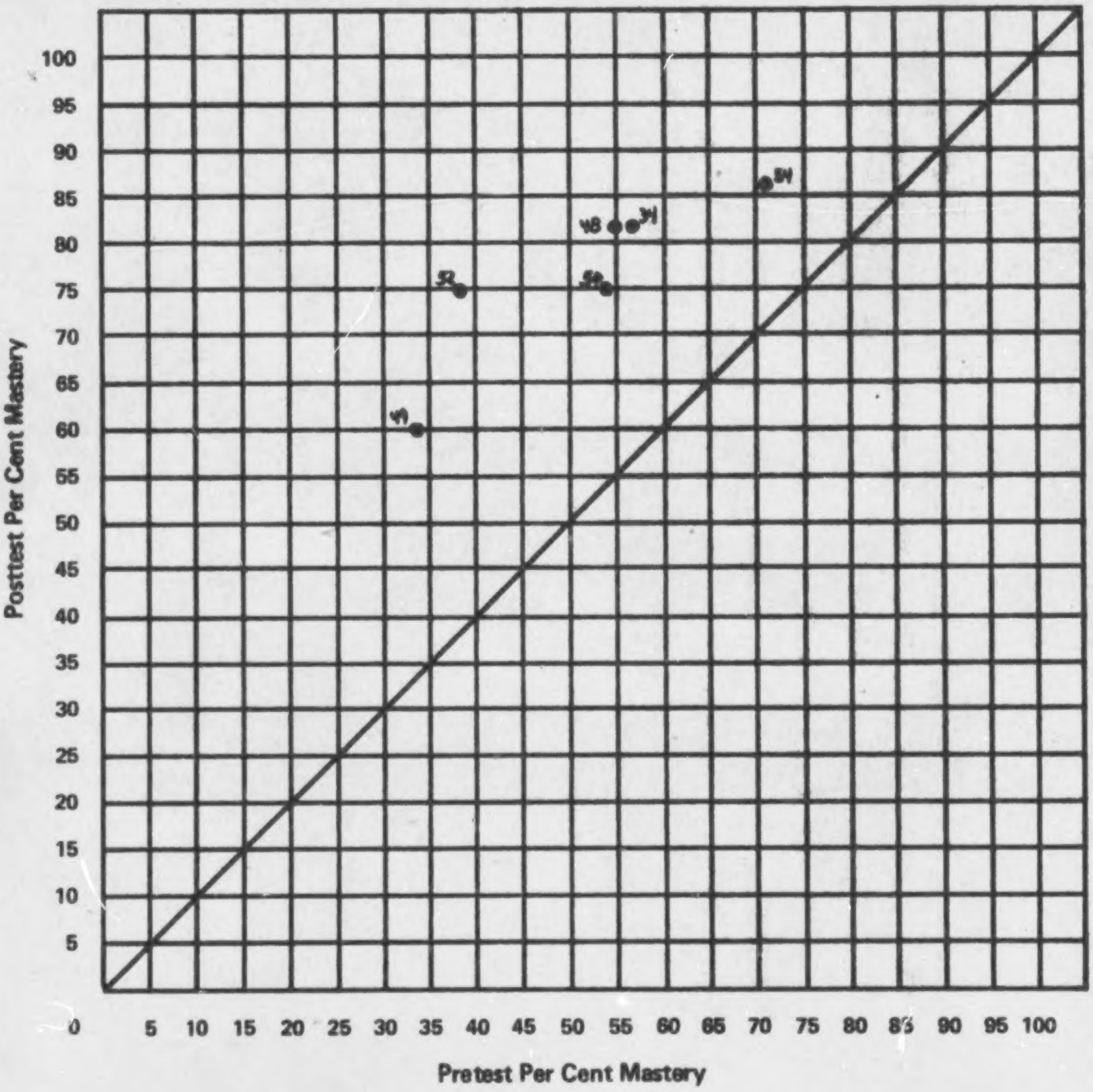


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 4
PRI Level Green

CURRICULAR AREA Vocabulary

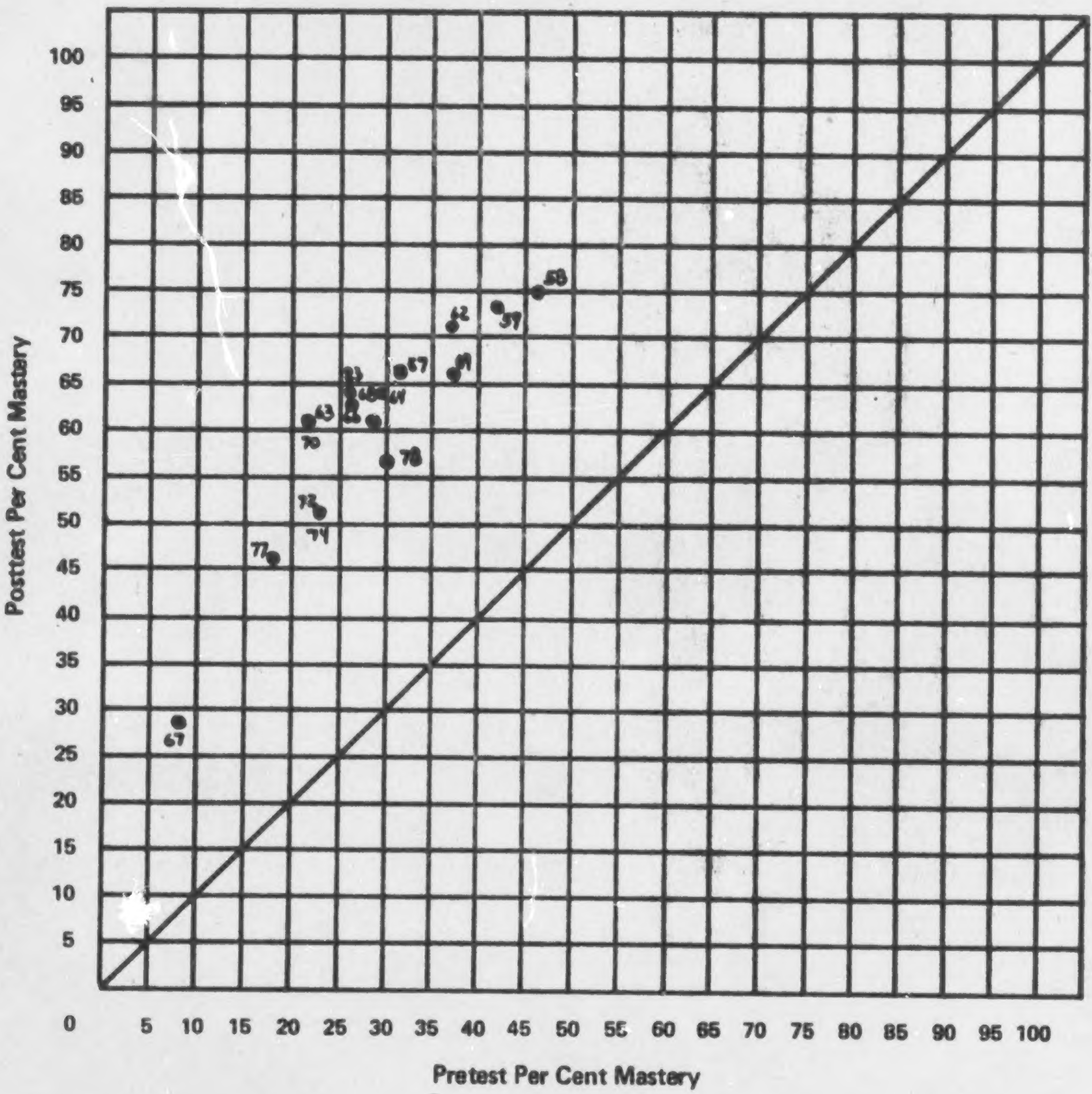


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 4
PRI Level Green

CURRICULAR AREA Comprehension



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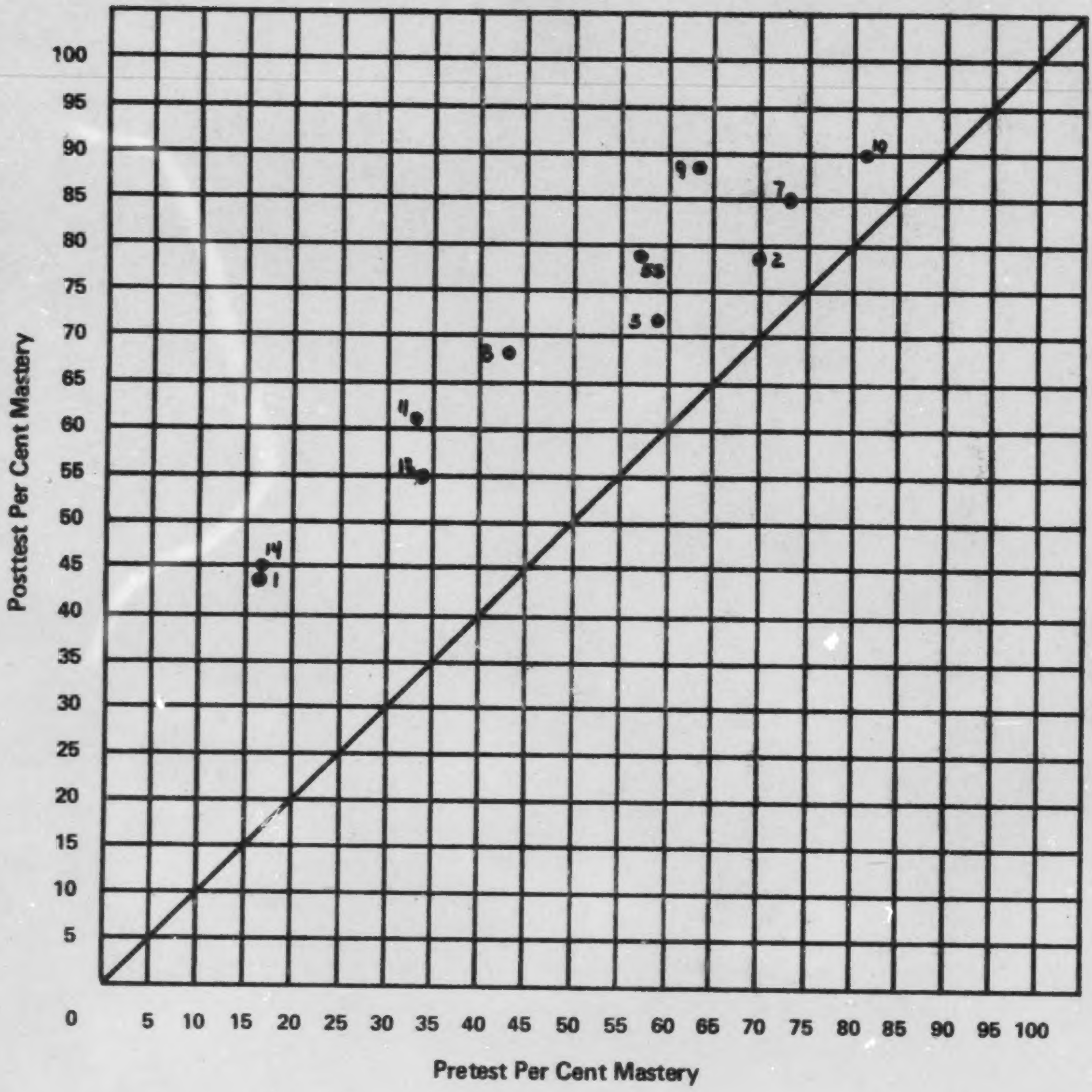
SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 5
PRI Level Green

CURRICULAR AREA Word Attack

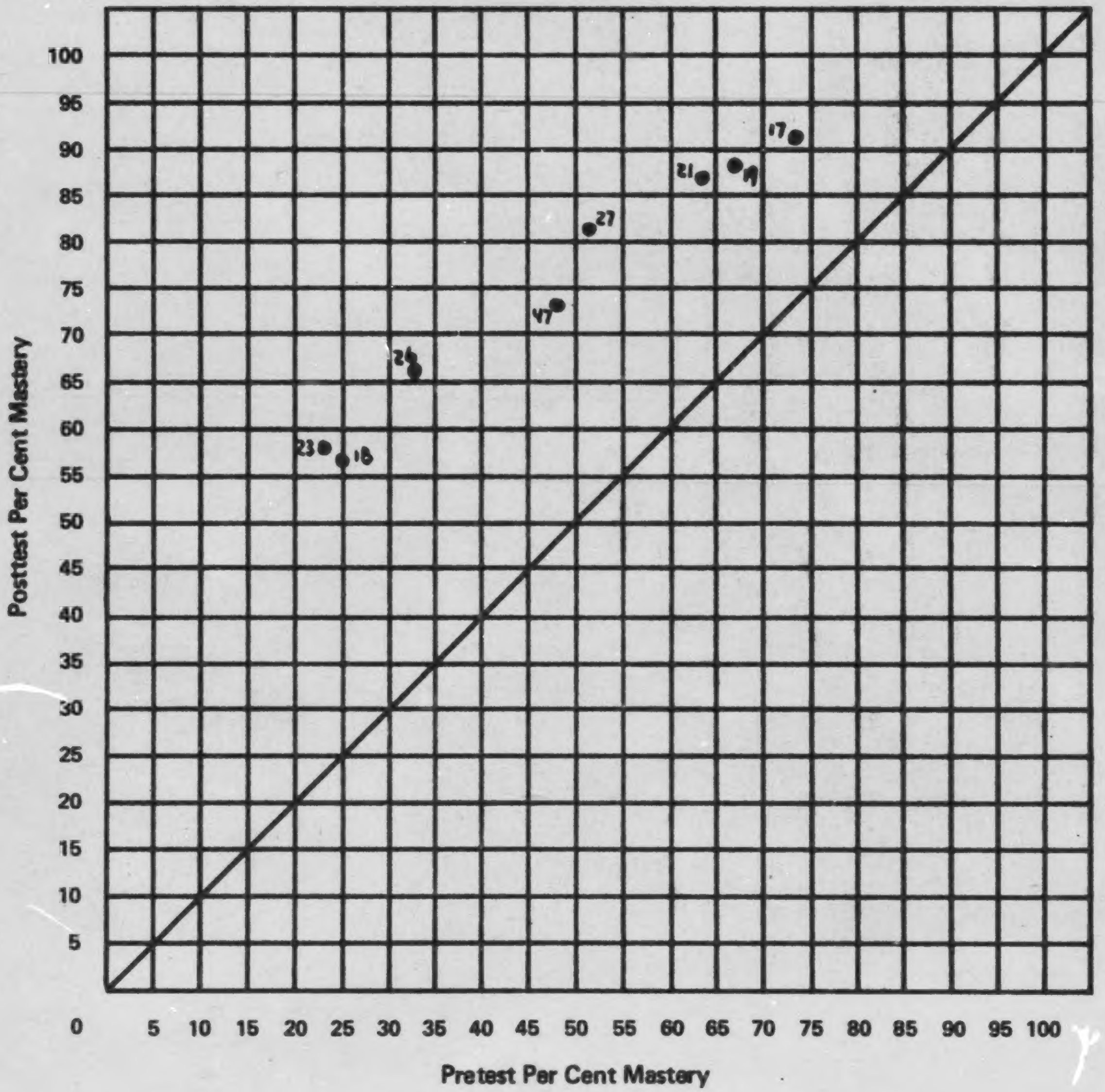


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 5
PRI Level Green

CURRICULAR AREA Language

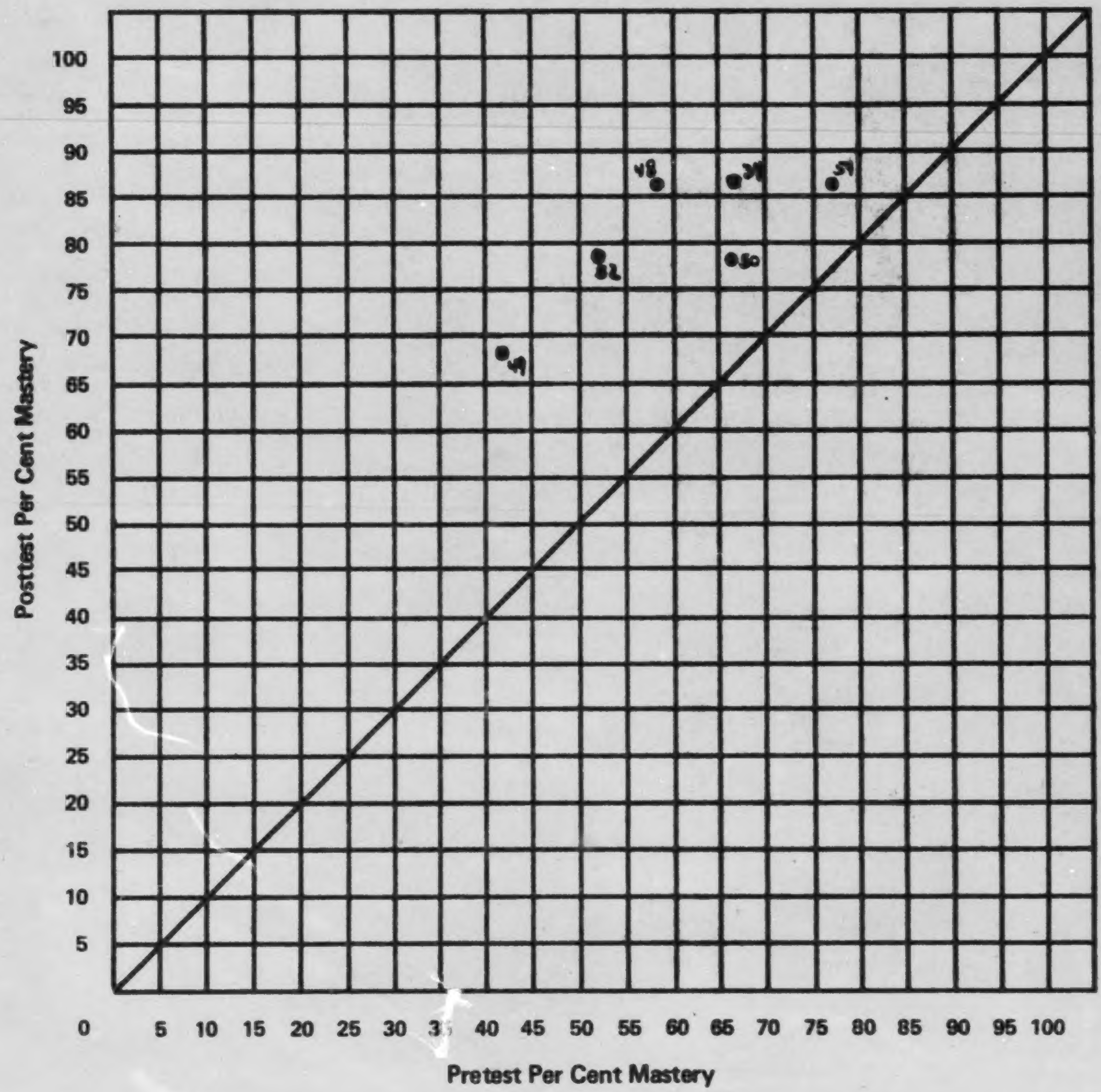


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 5
PRI Level Green

CURRICULAR AREA Vocabulary

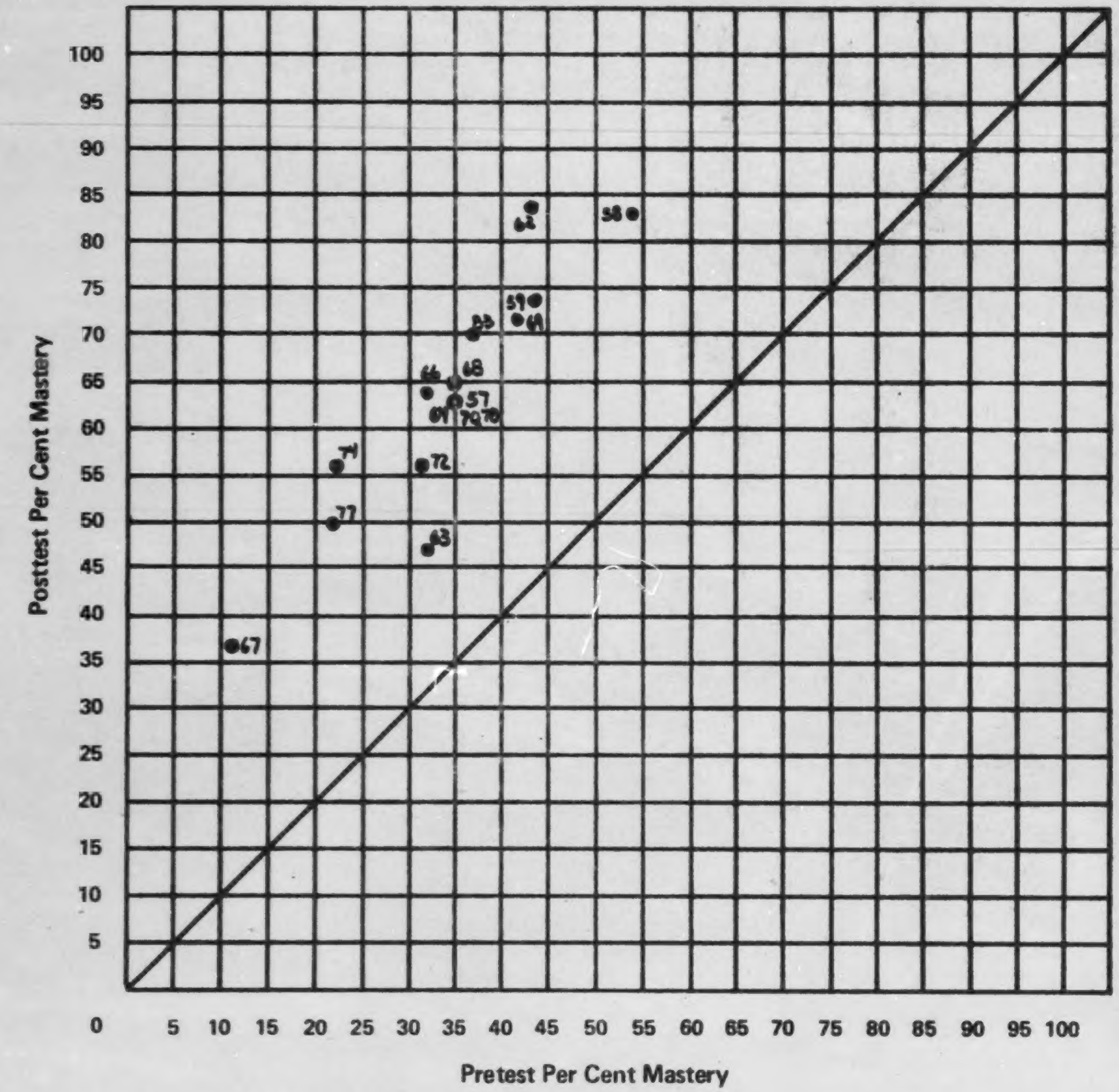


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 5
PRI Level Green

CURRICULAR AREA Comprehension

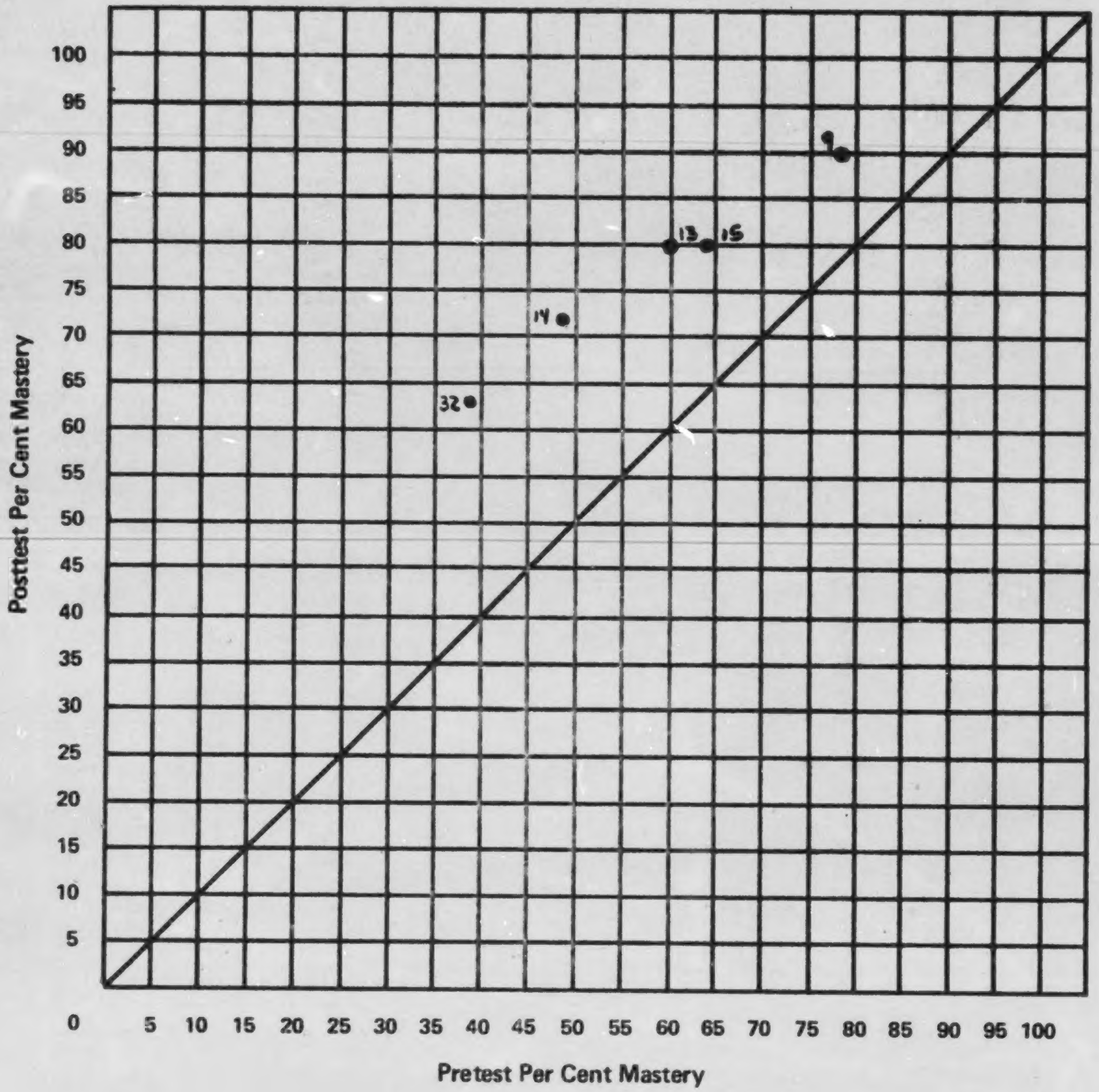


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 5
PRI Level Blue

CURRICULAR AREA Word Attack

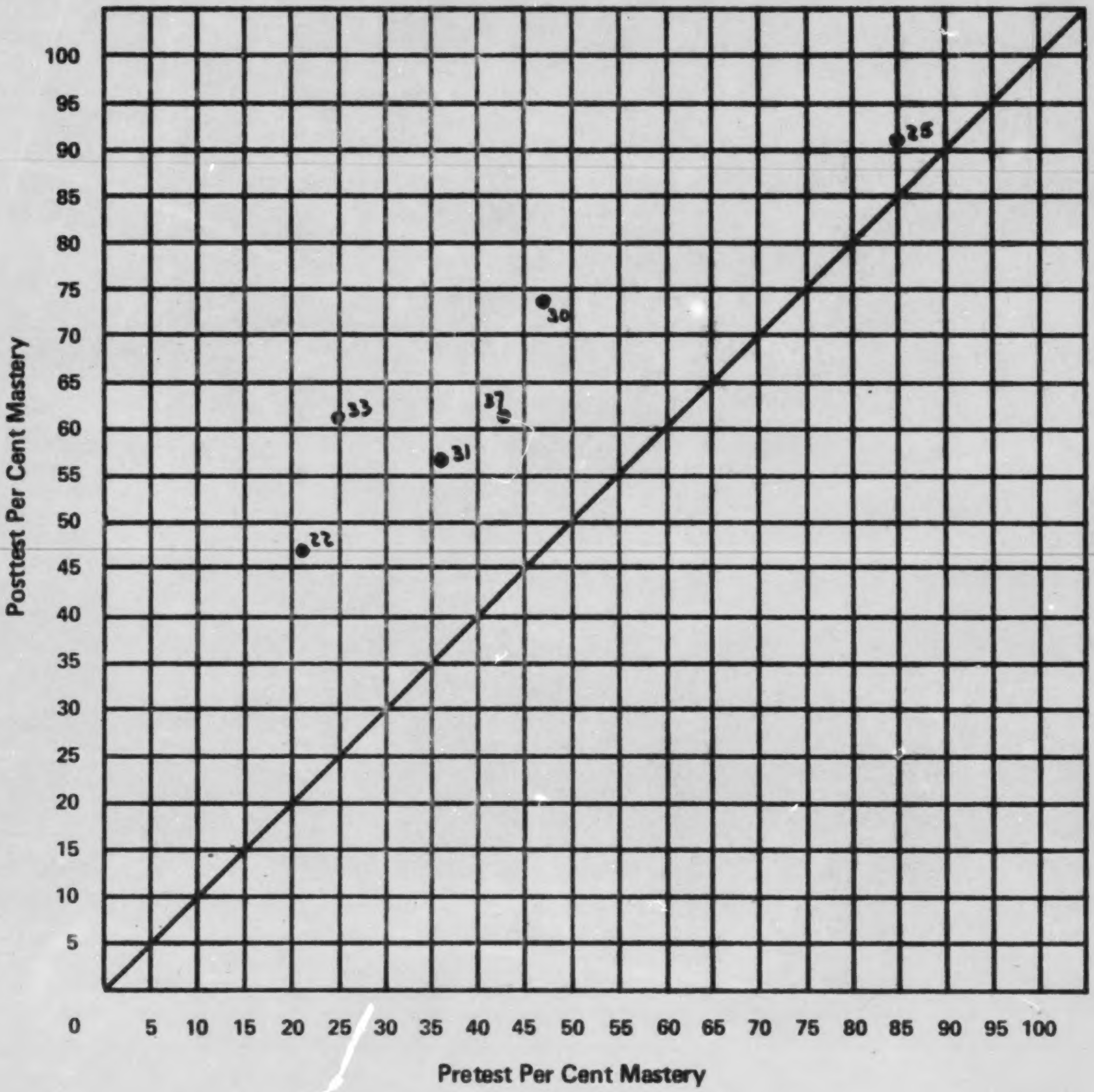


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 5
PRI Level Blue

CURRICULAR AREA Language

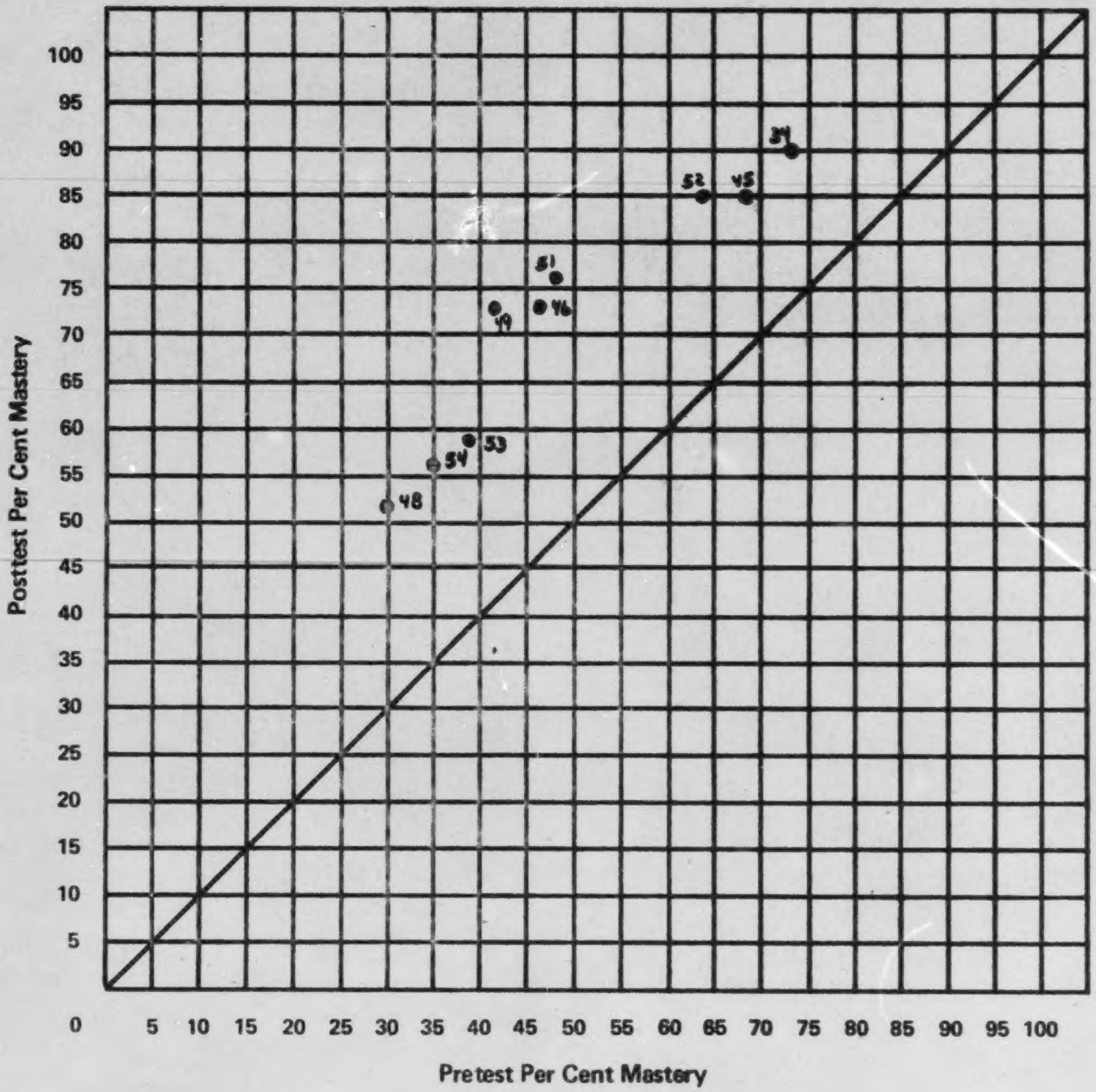


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 5
PRI Level Blue

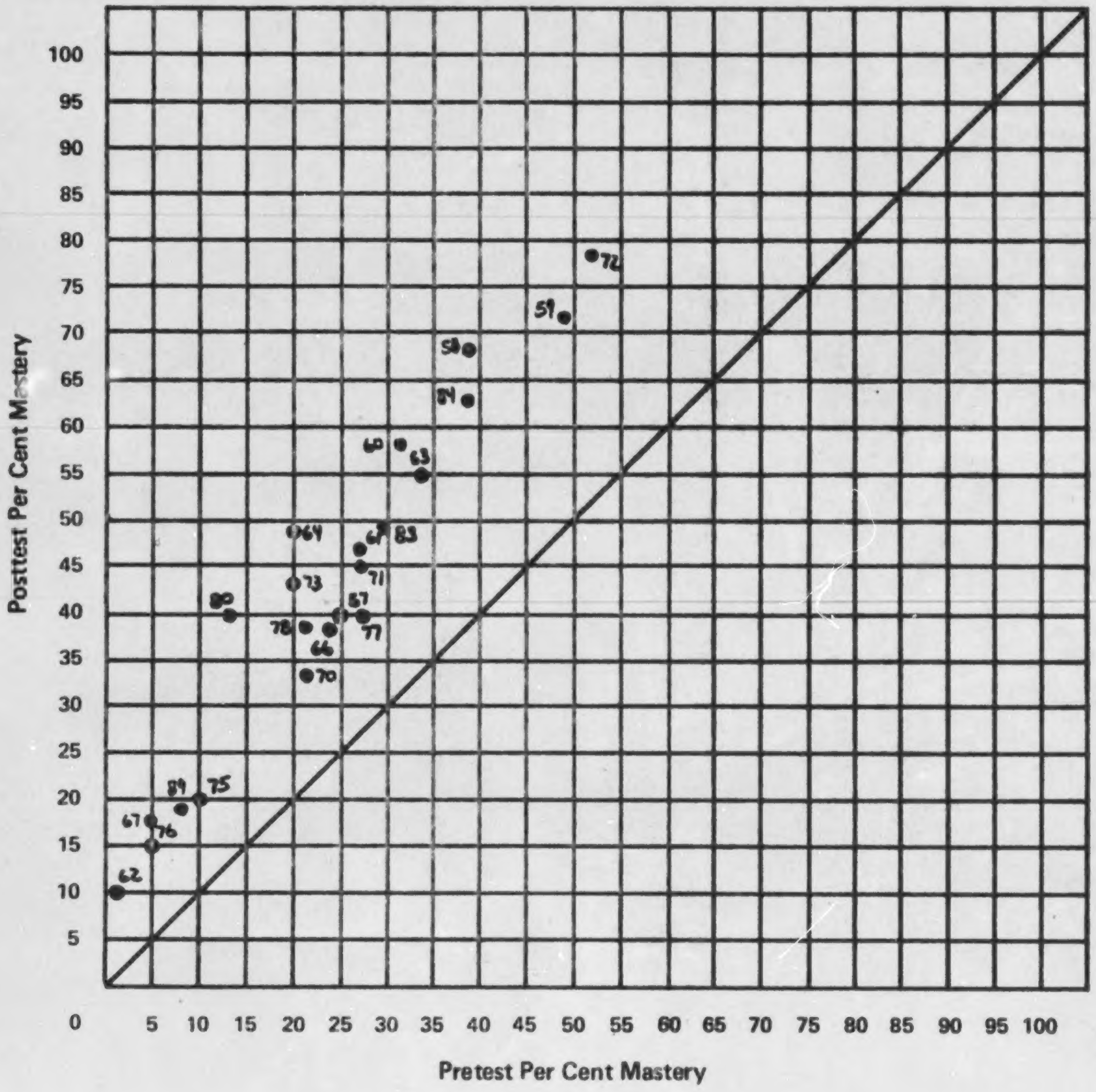
CURRICULAR AREA Vocabulary



PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 5
PRI Level Blue

CURRICULAR AREA Comprehension

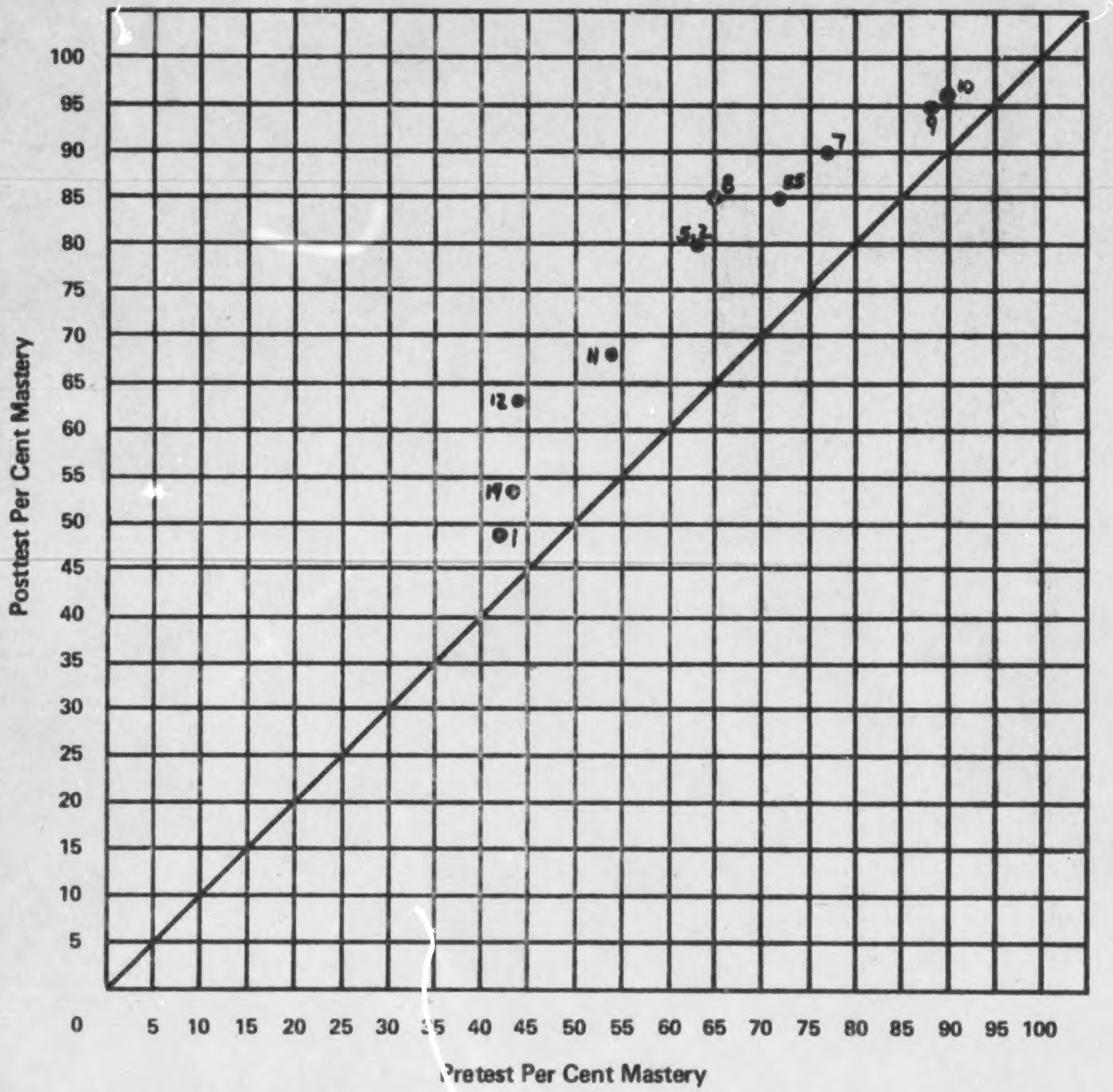


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Green

CURRICULAR AREA Word Attack

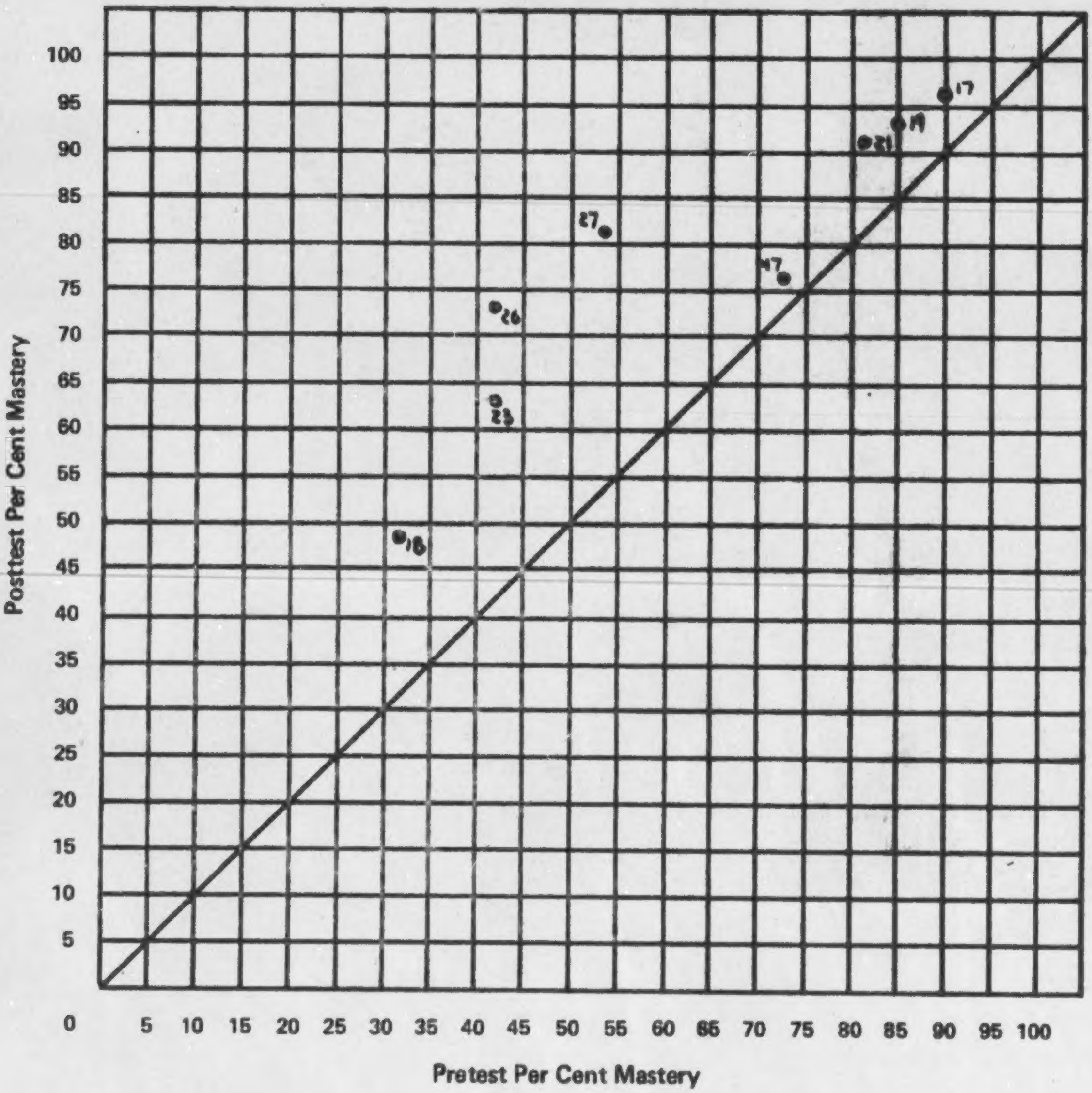


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Green

CURRICULAR AREA Language

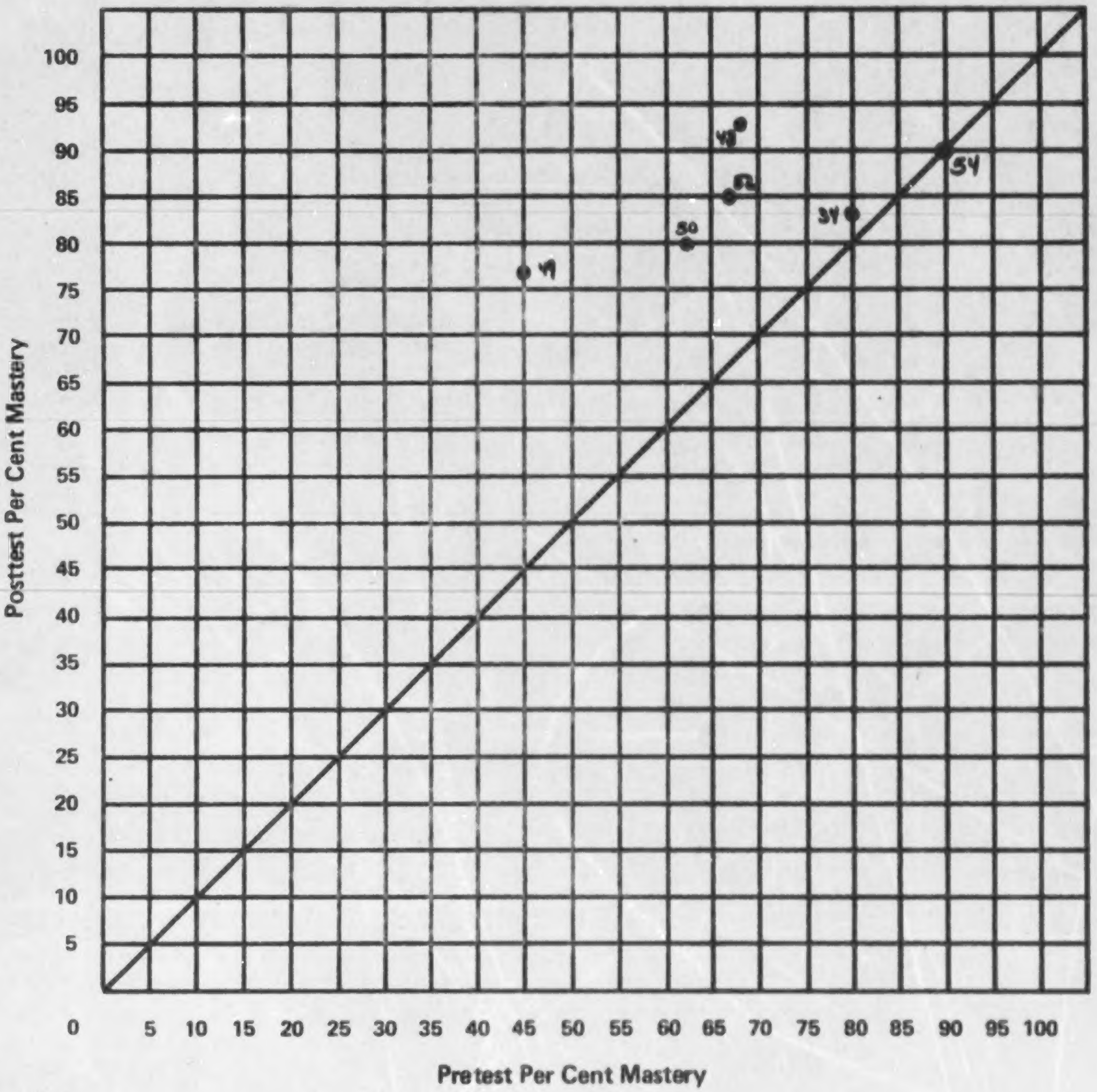


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 6
PRI Level Green

CURRICULAR AREA Vocabulary

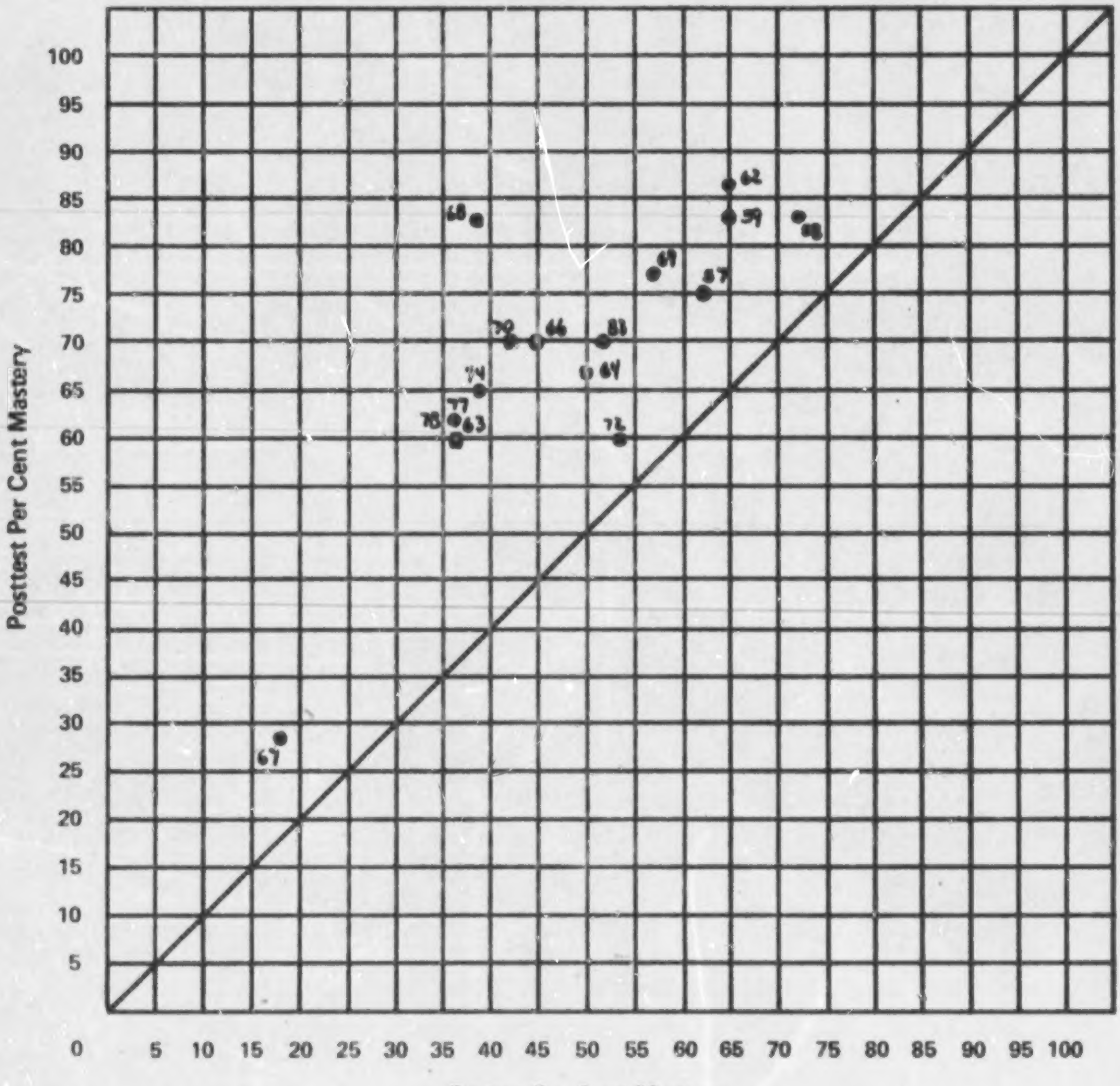


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Green

CURRICULAR AREA Comprehension

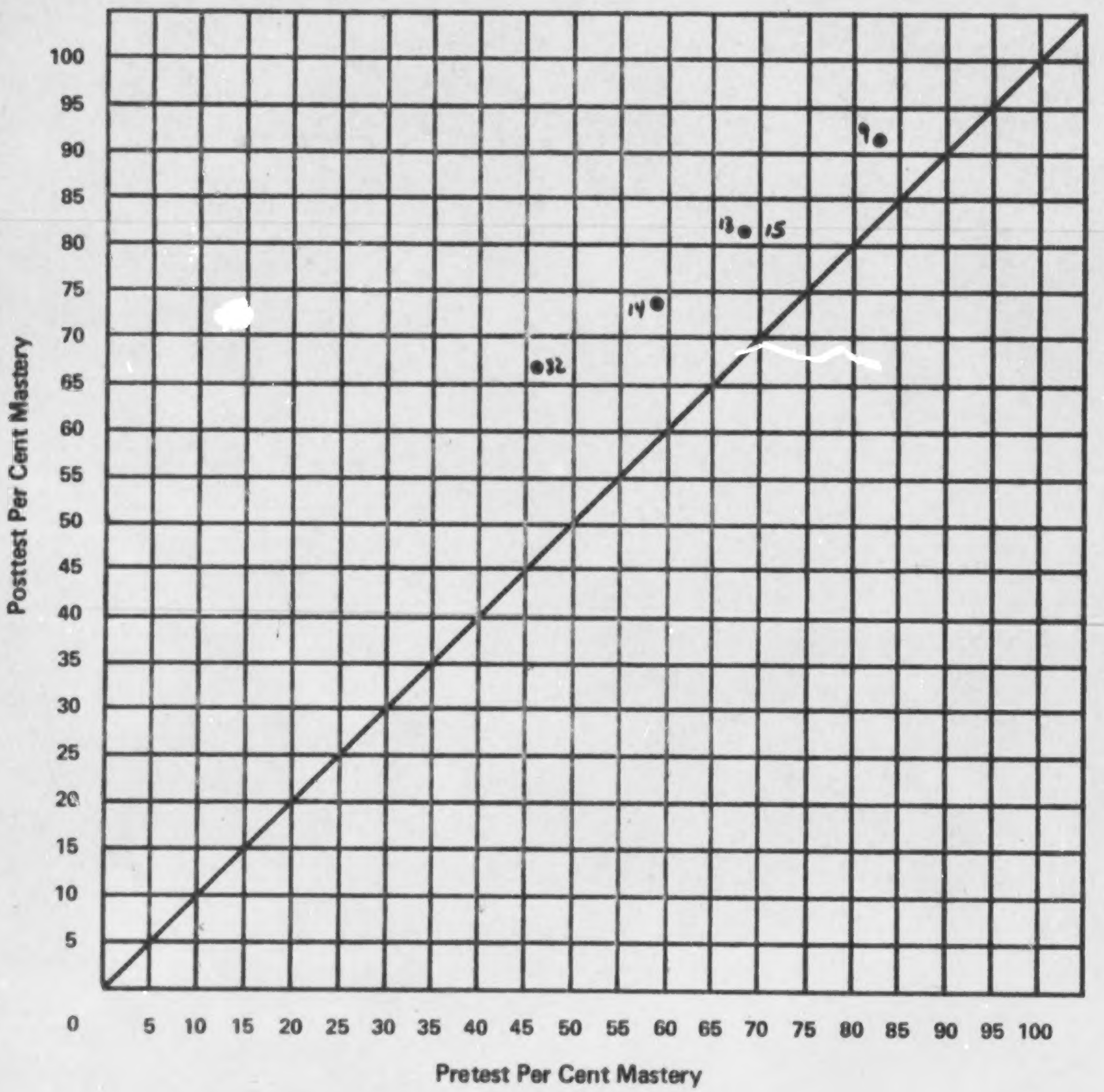


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Blue

CURRICULAR AREA Word Attack

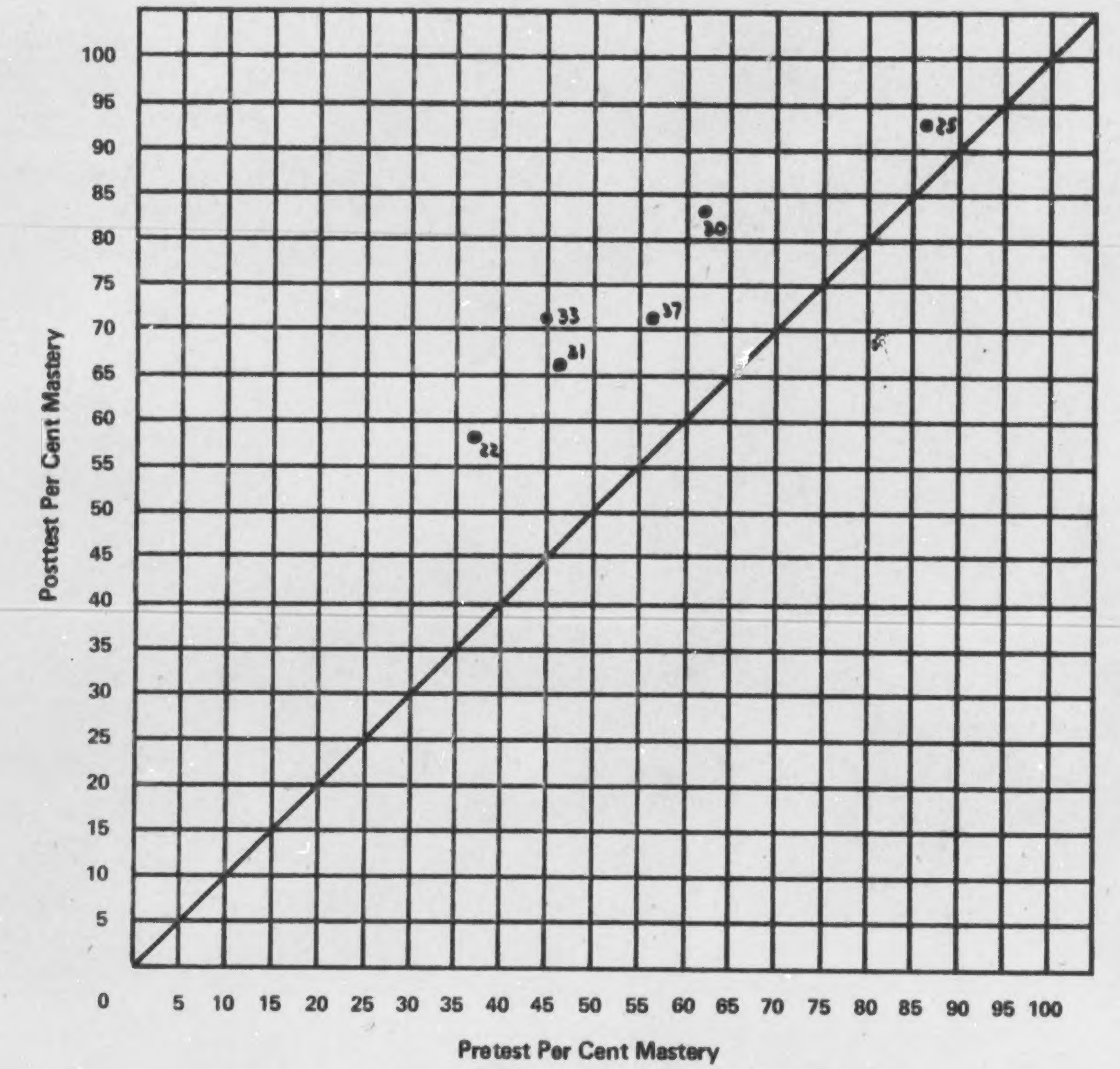


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 6
PRI Level Blue

CURRICULAR AREA Language

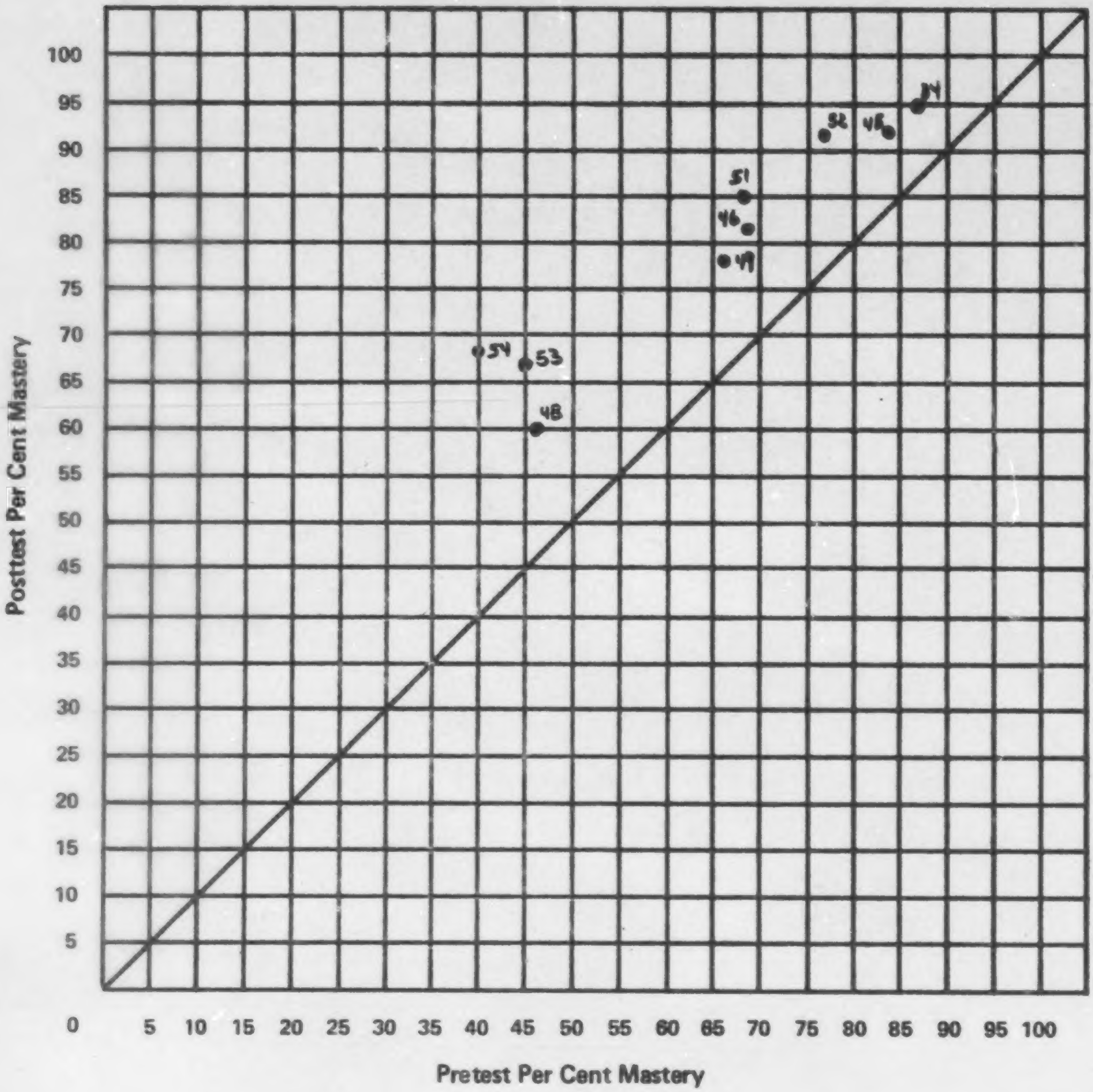


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Blue

CURRICULAR AREA Vocabulary

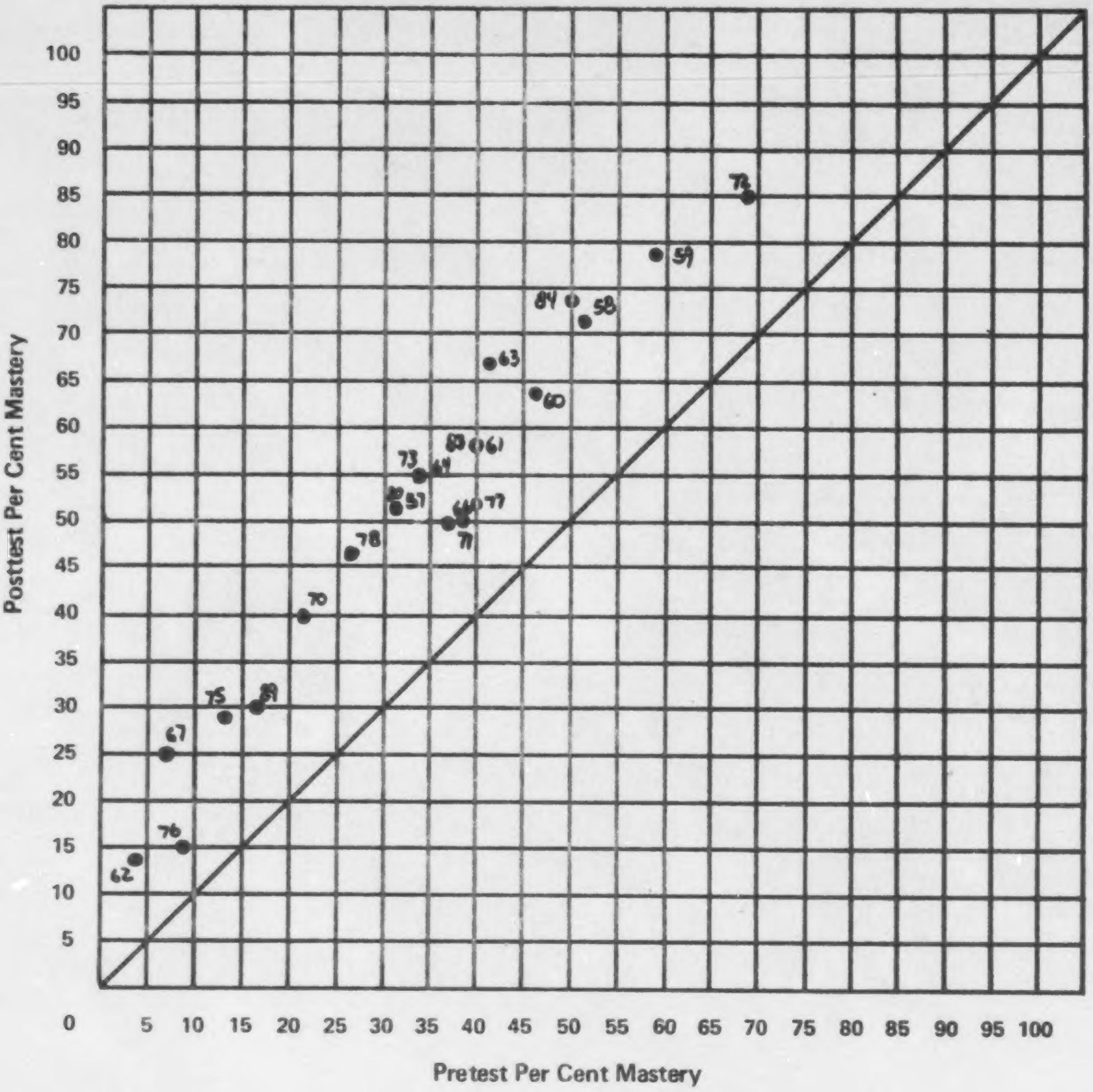


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 6
PRI Level Blue

CURRICULAR AREA Comprehension

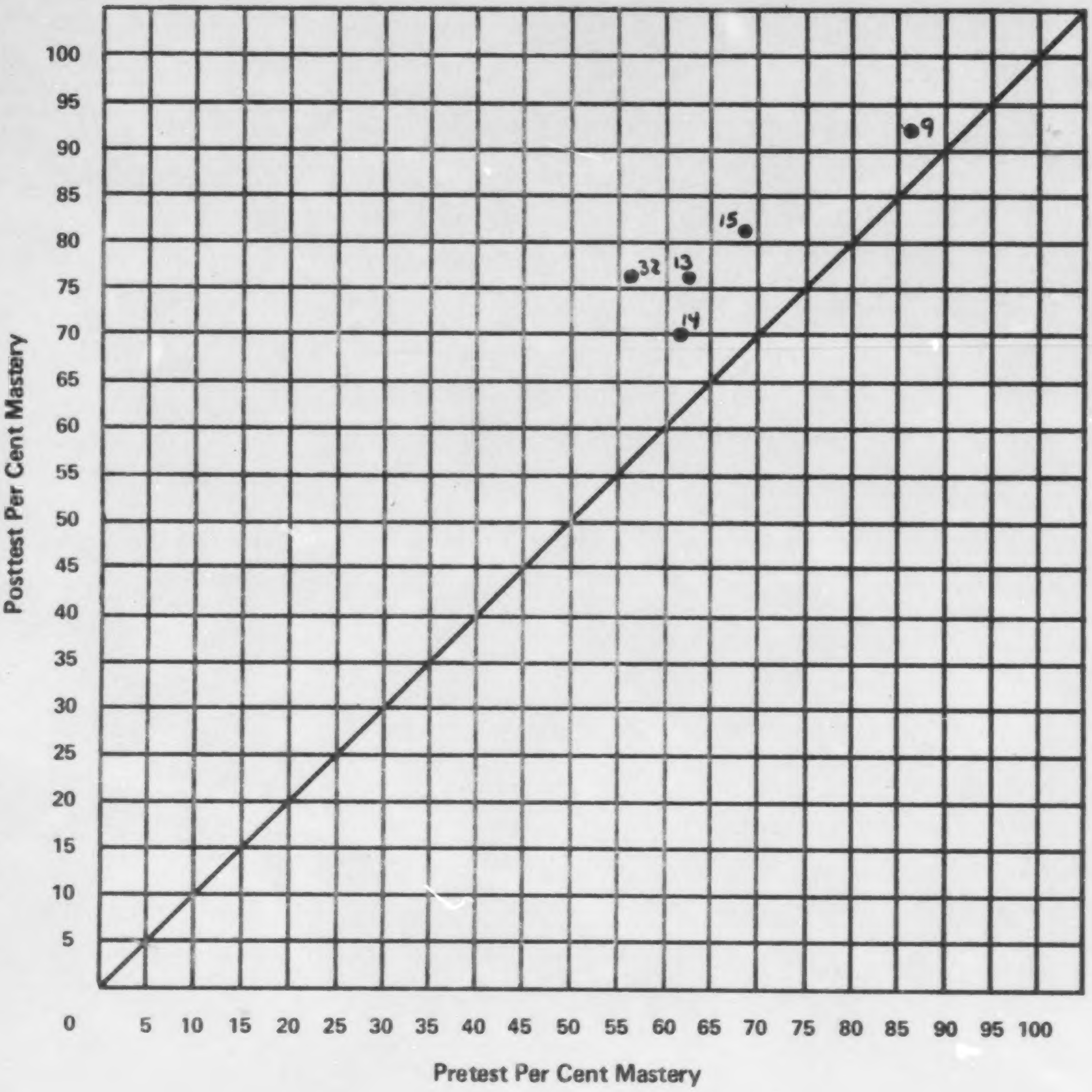


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Blue

CURRICULAR AREA Word Attack

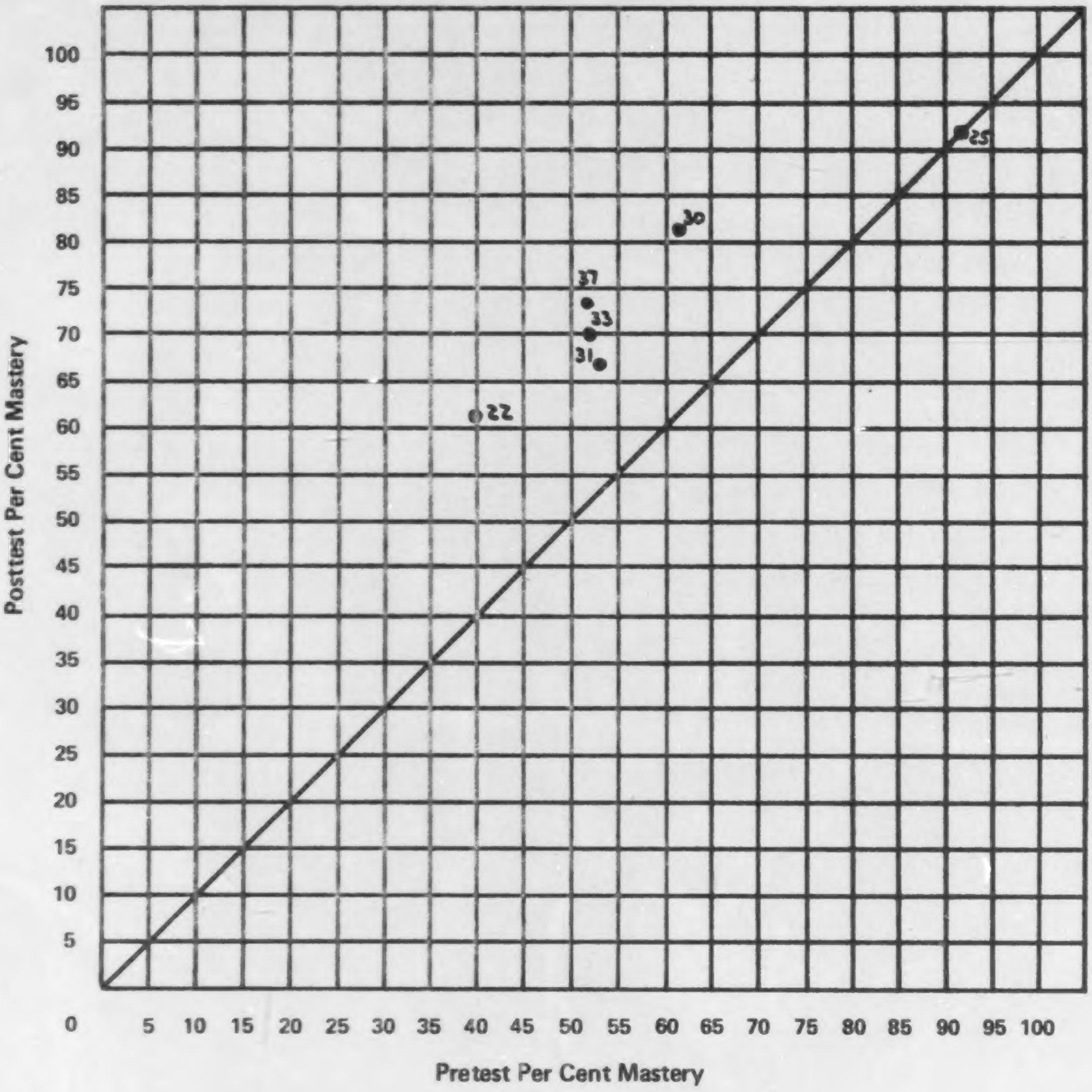


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Blue

CURRICULAR AREA Language



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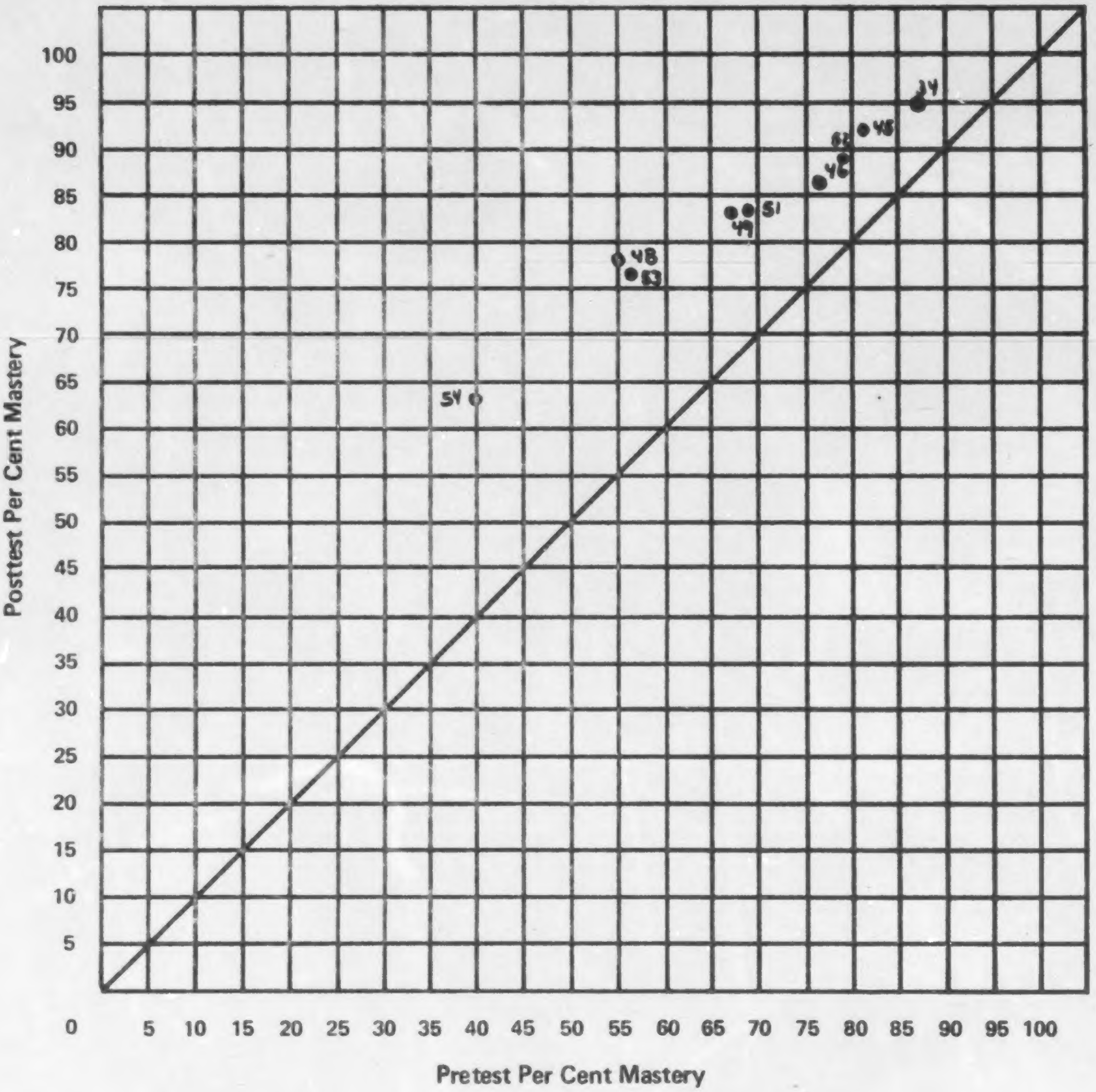
SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Blue

CURRICULAR AREA Vocabulary

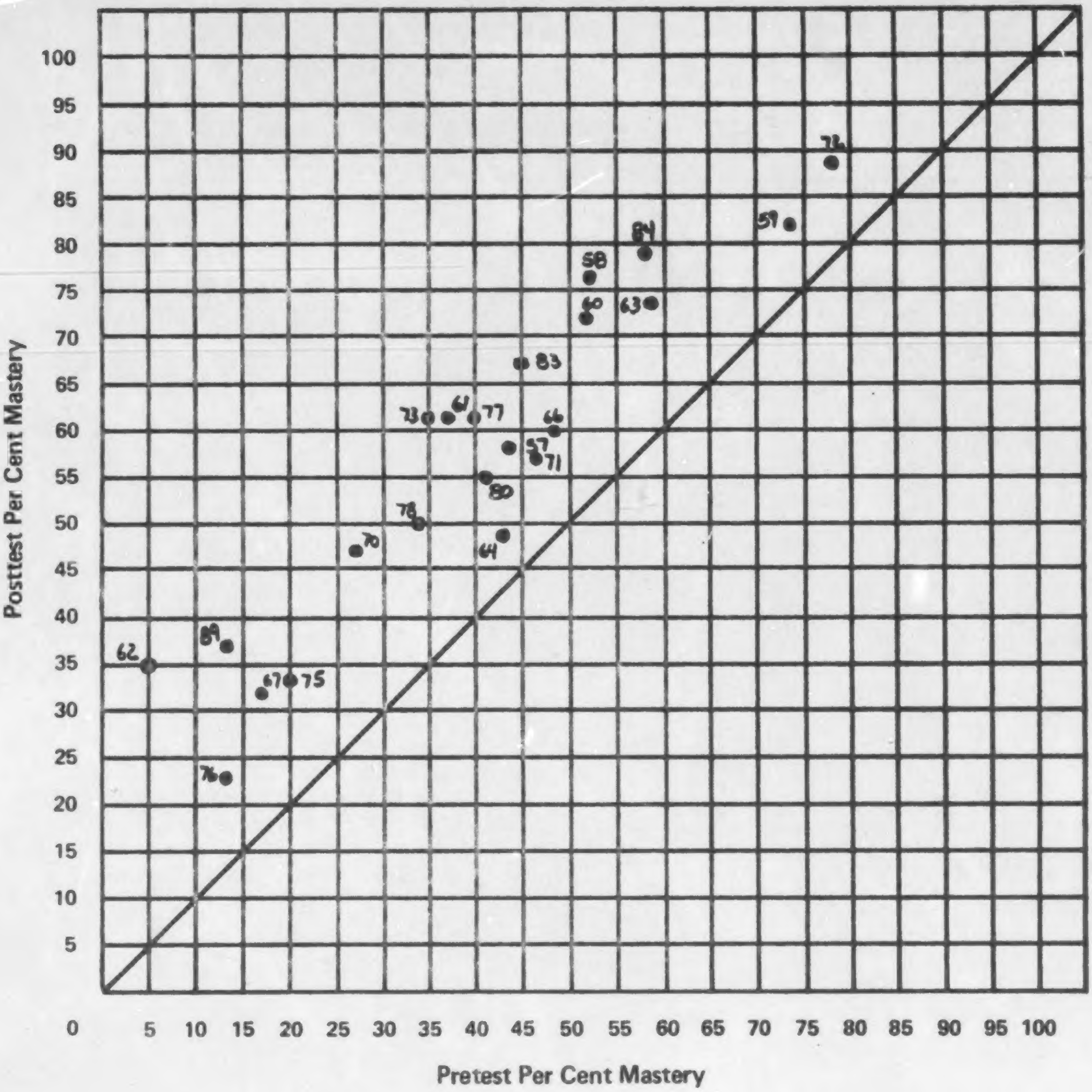


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 7
PRI Level Blue

CURRICULAR AREA Comprehension

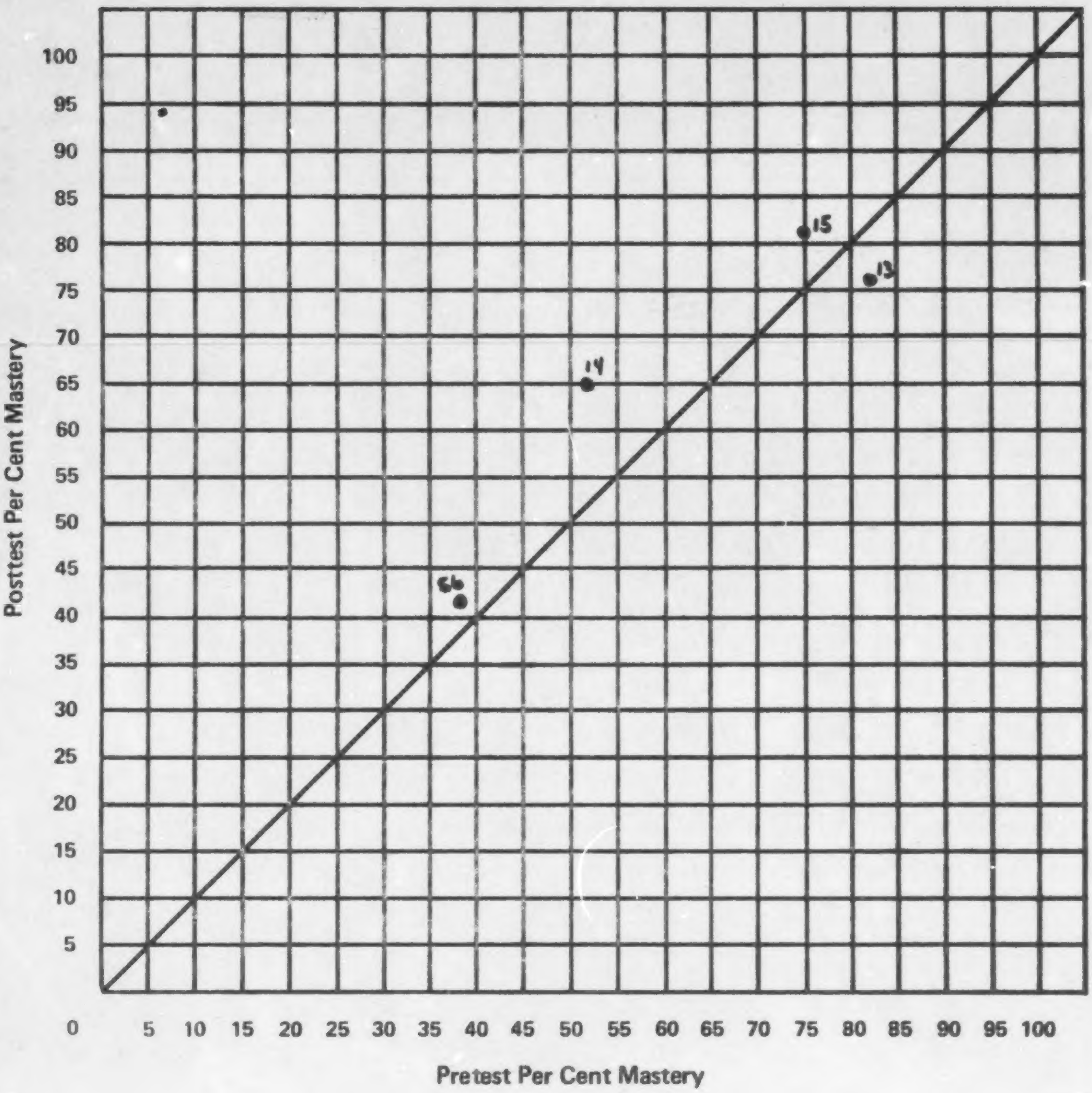


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Orange

CURRICULAR AREA Word Attack

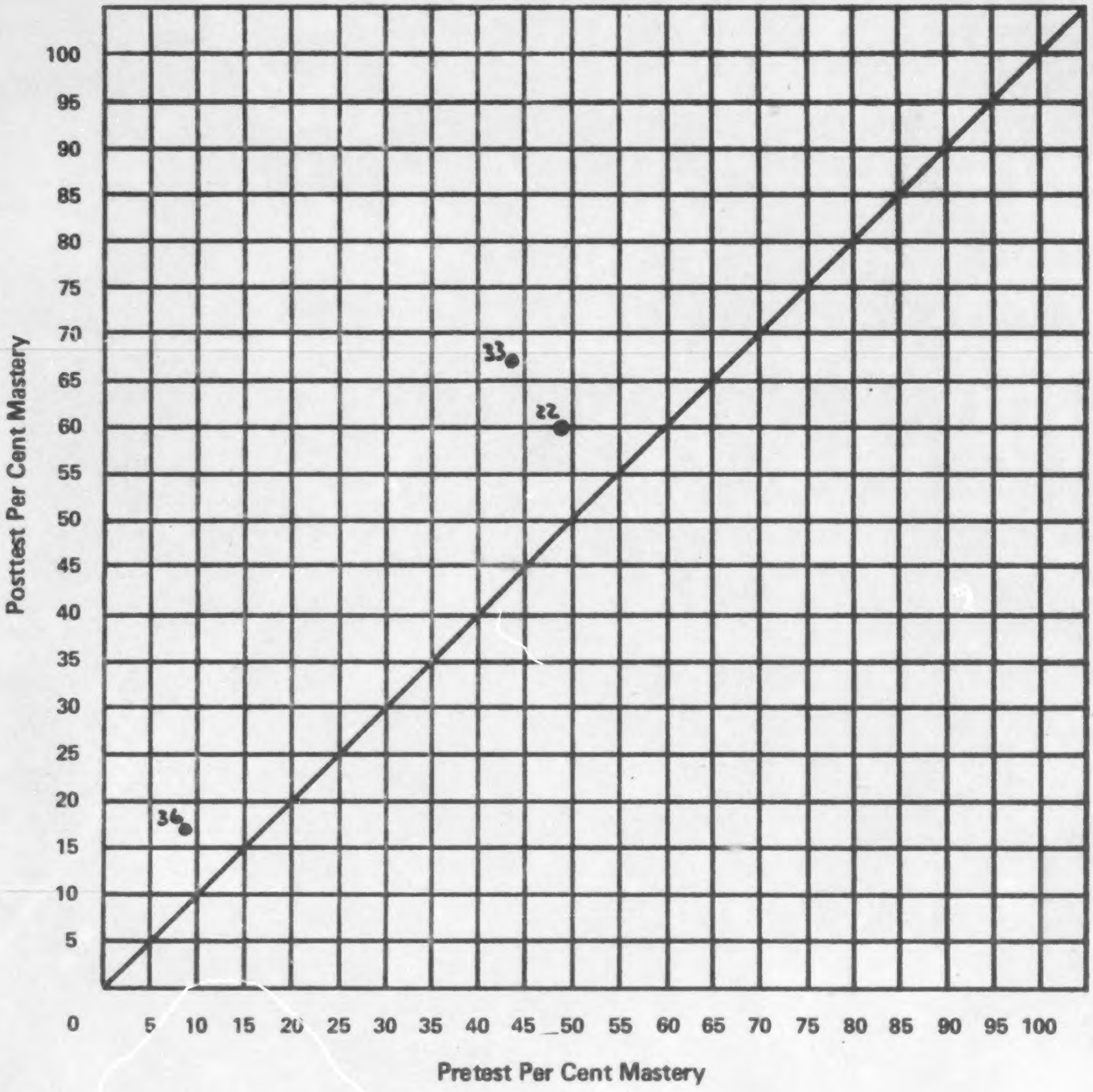


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 7
PRI Level Orange

CURRICULAR AREA Language

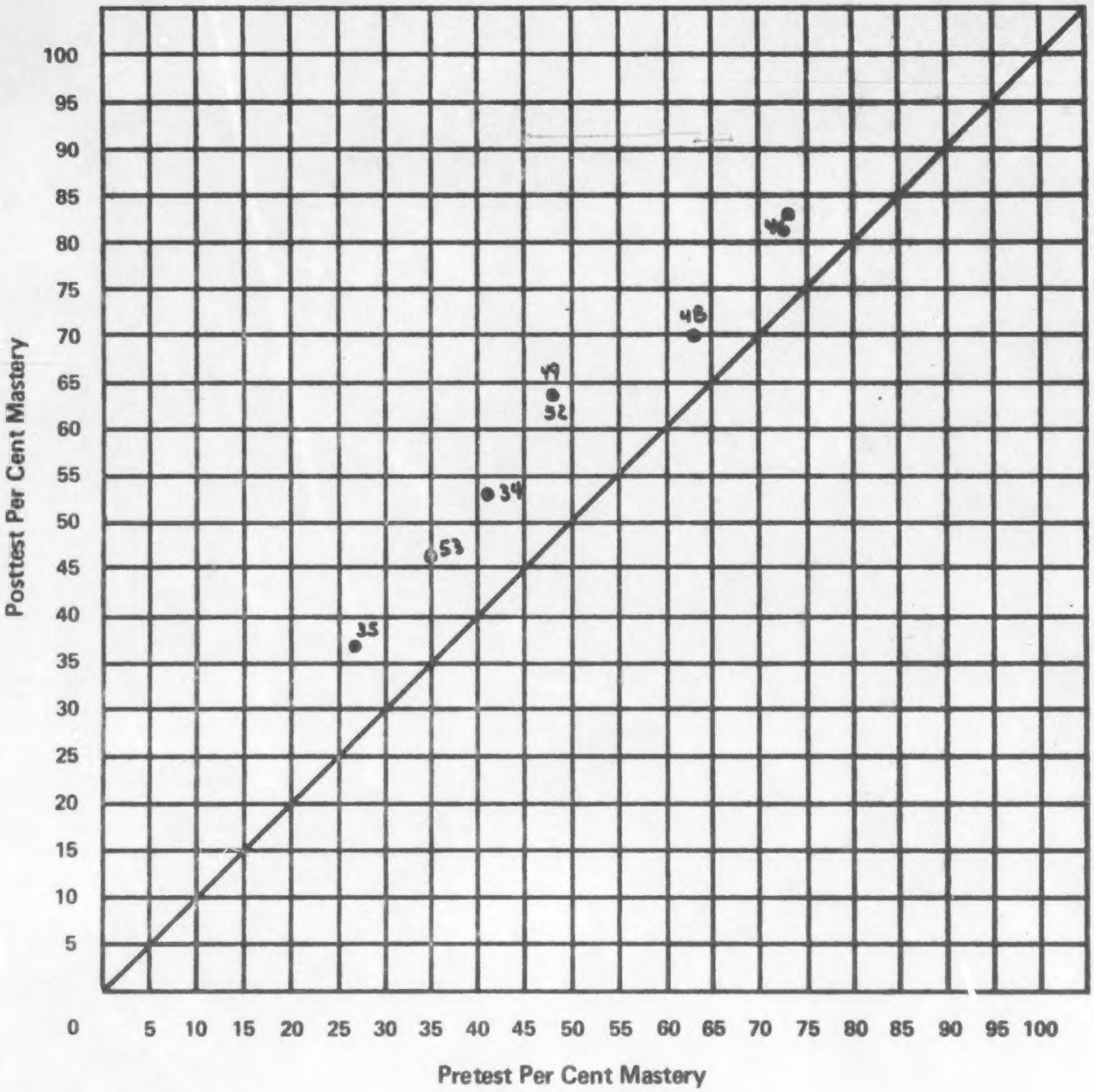


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Orange

CURRICULAR AREA Vocabulary

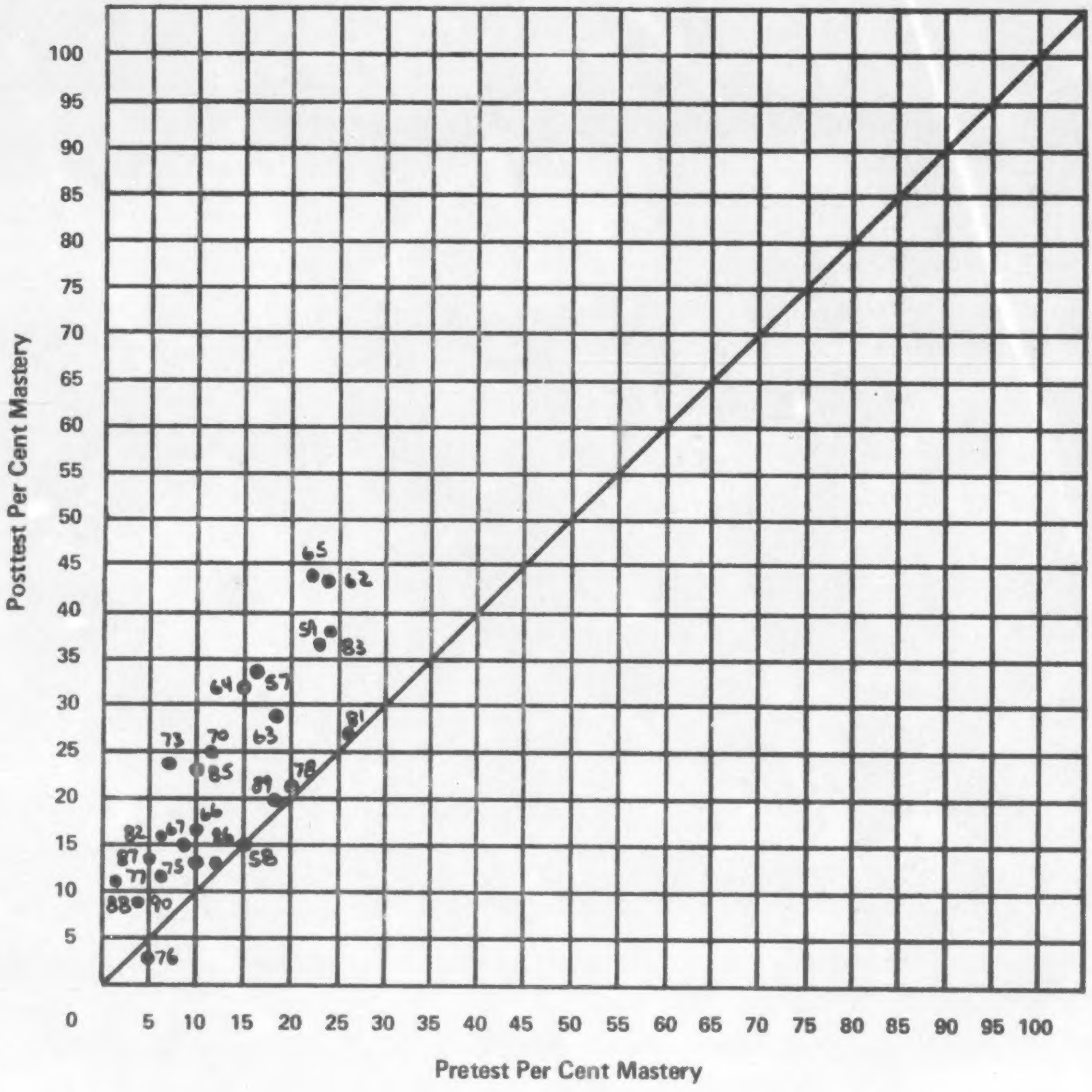


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 7
PRI Level Orange

CURRICULAR AREA Comprehension

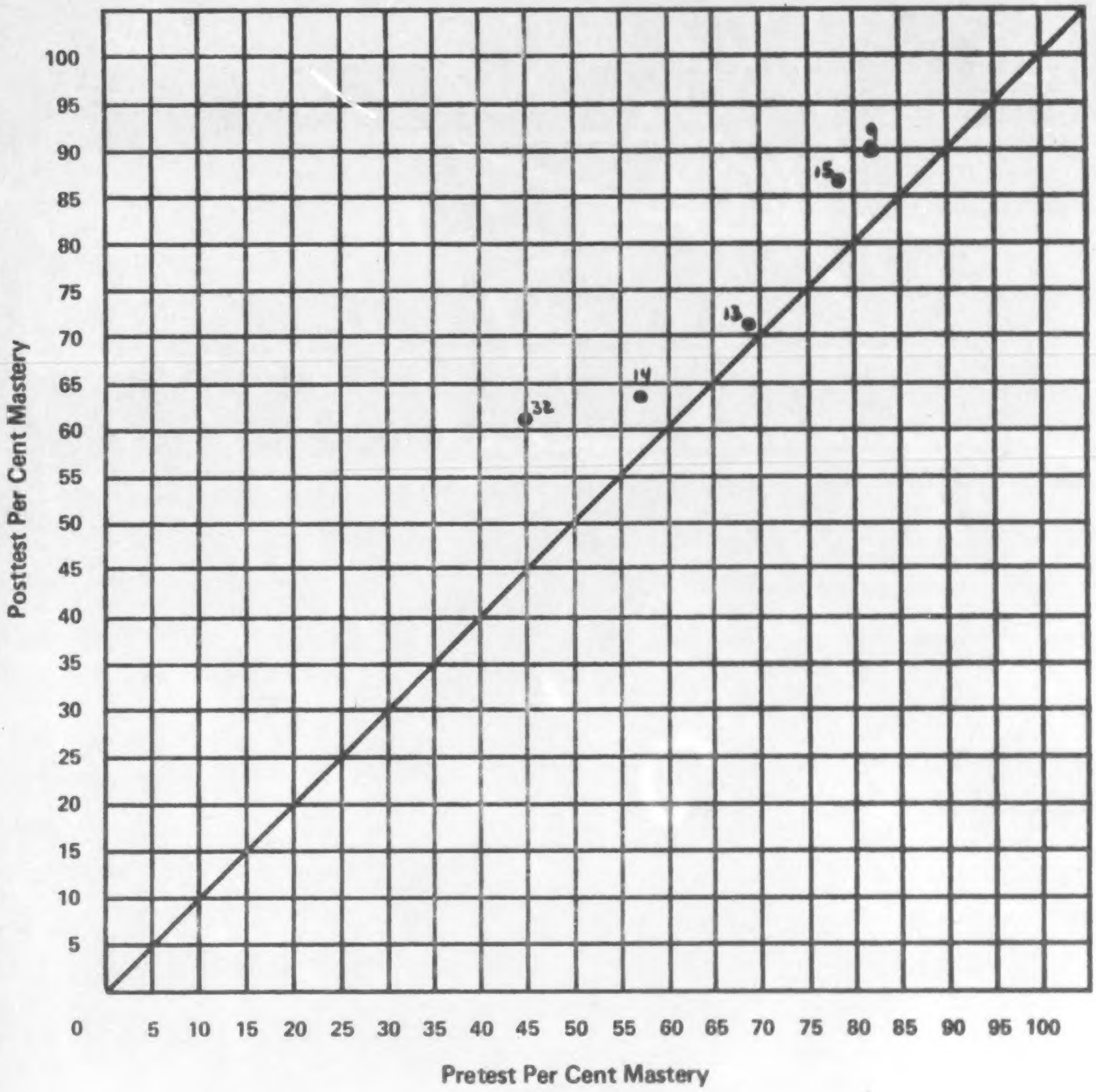


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 8
PRI Level Blue

CURRICULAR AREA Word Attack

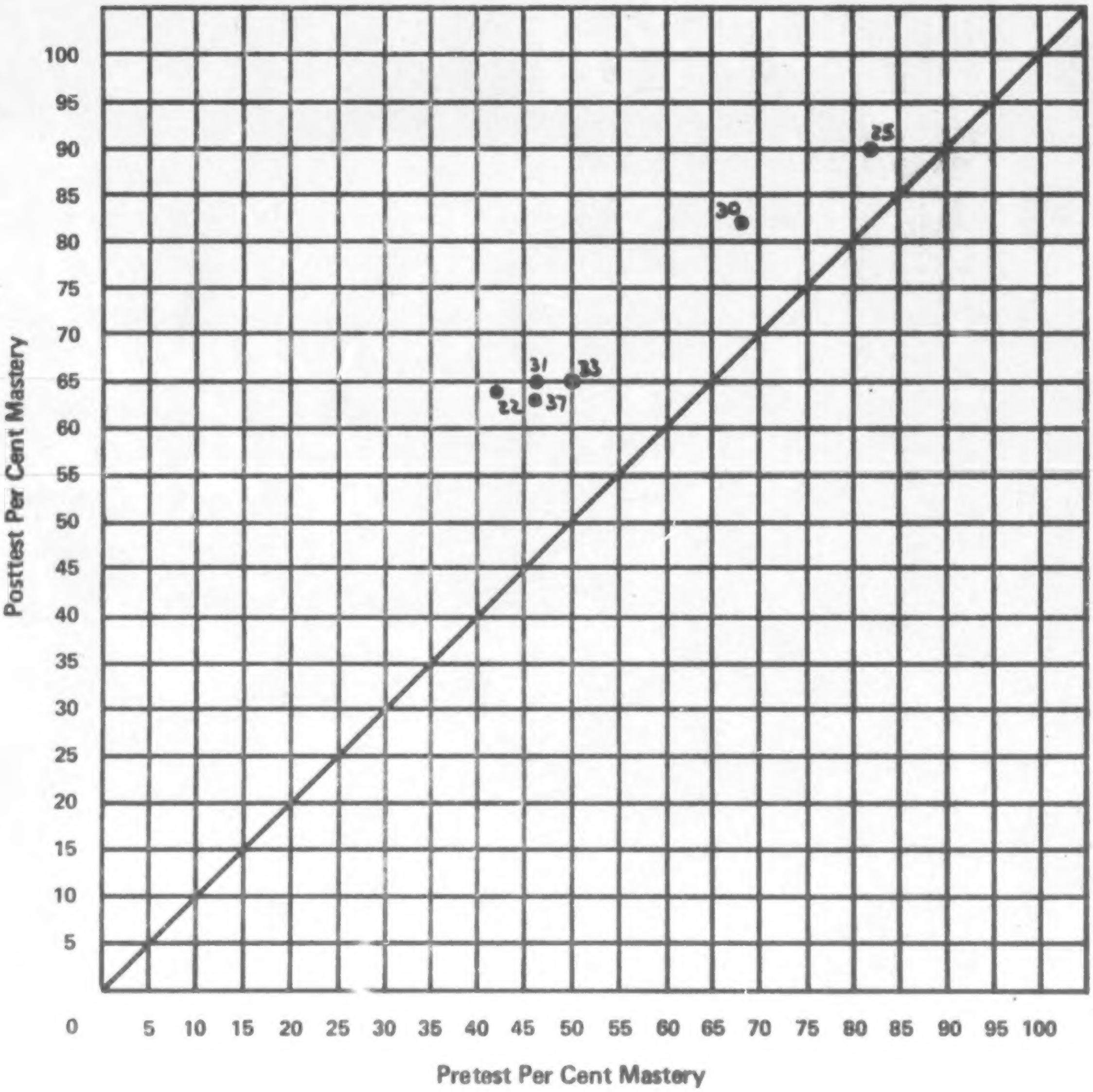


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 8
PRI Level Blue

CURRICULAR AREA Language



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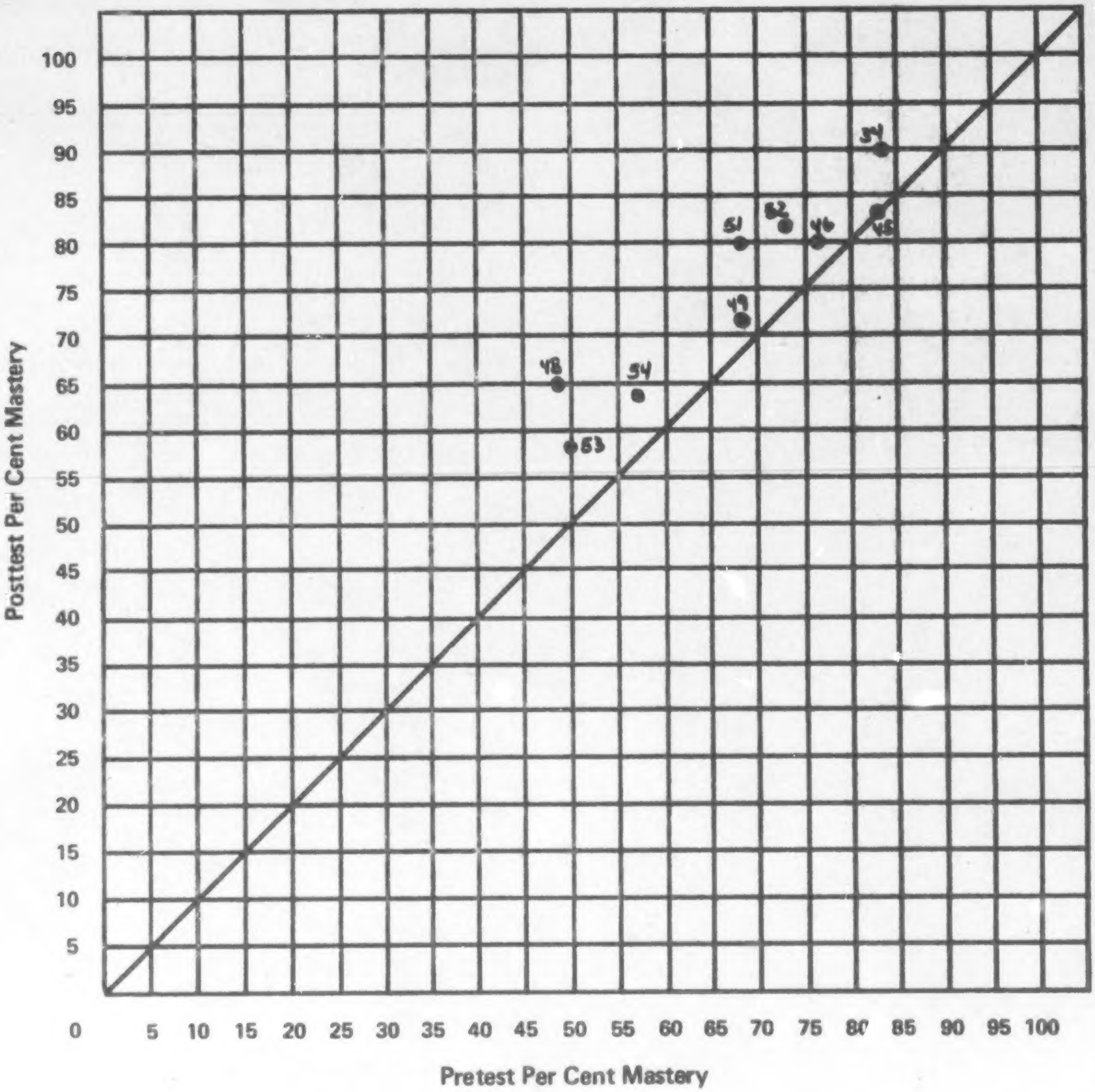
SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 8
PRI Level Blue

CURRICULAR AREA Vocabulary

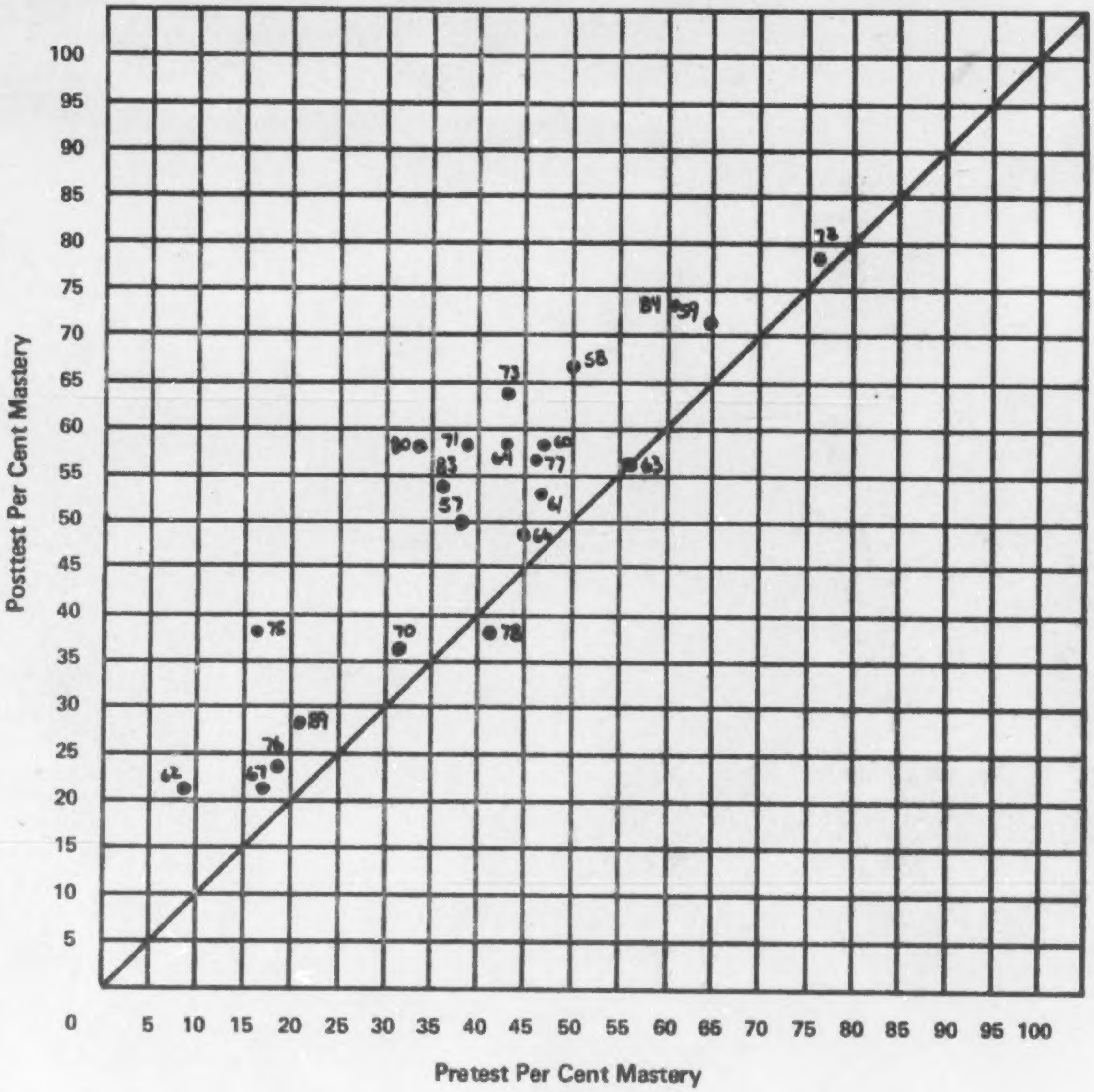


SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 8
PRI Level Blue

CURRICULAR AREA Comprehension

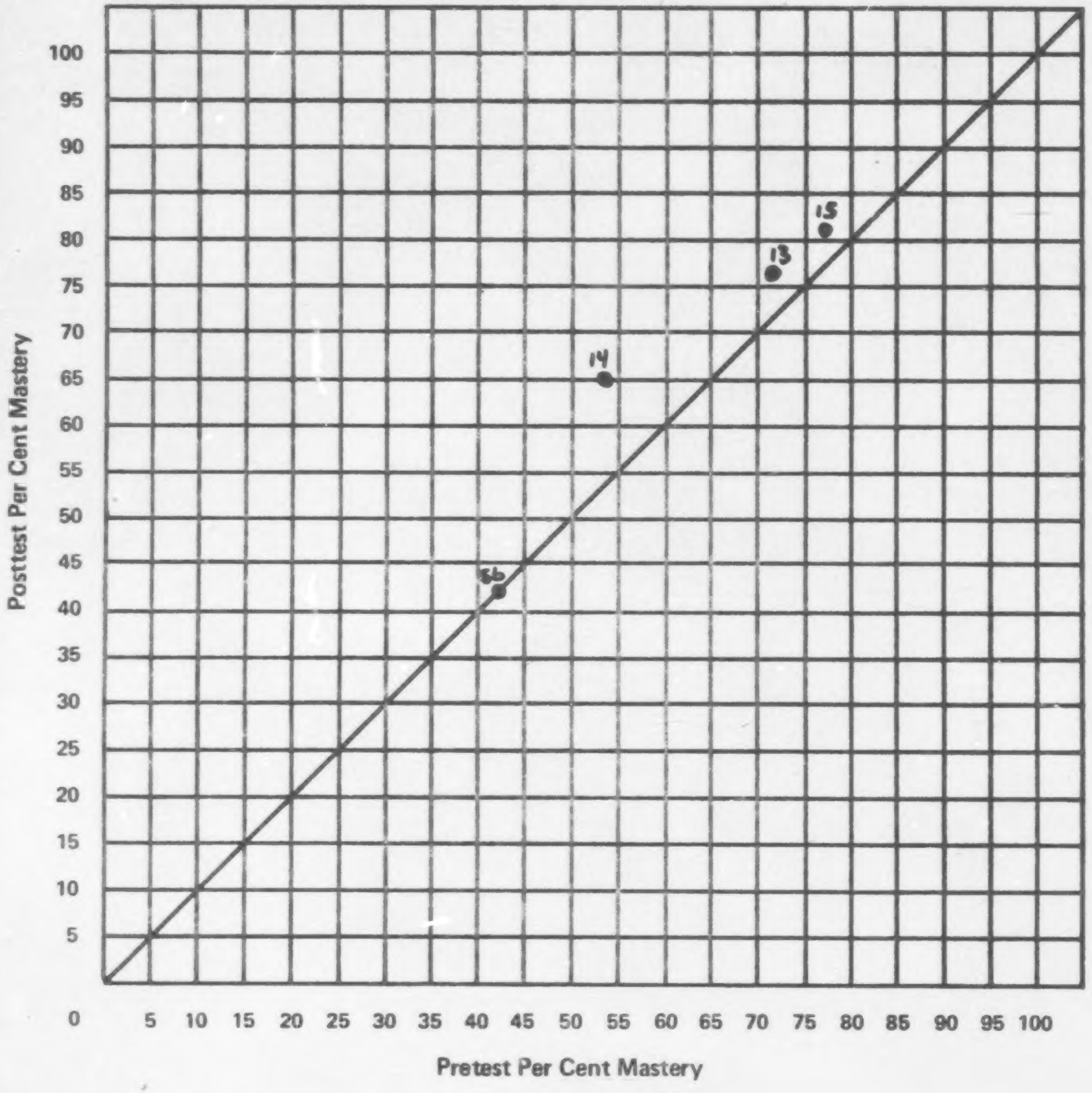


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 8
PRI Level Orange

CURRICULAR AREA Word Attack

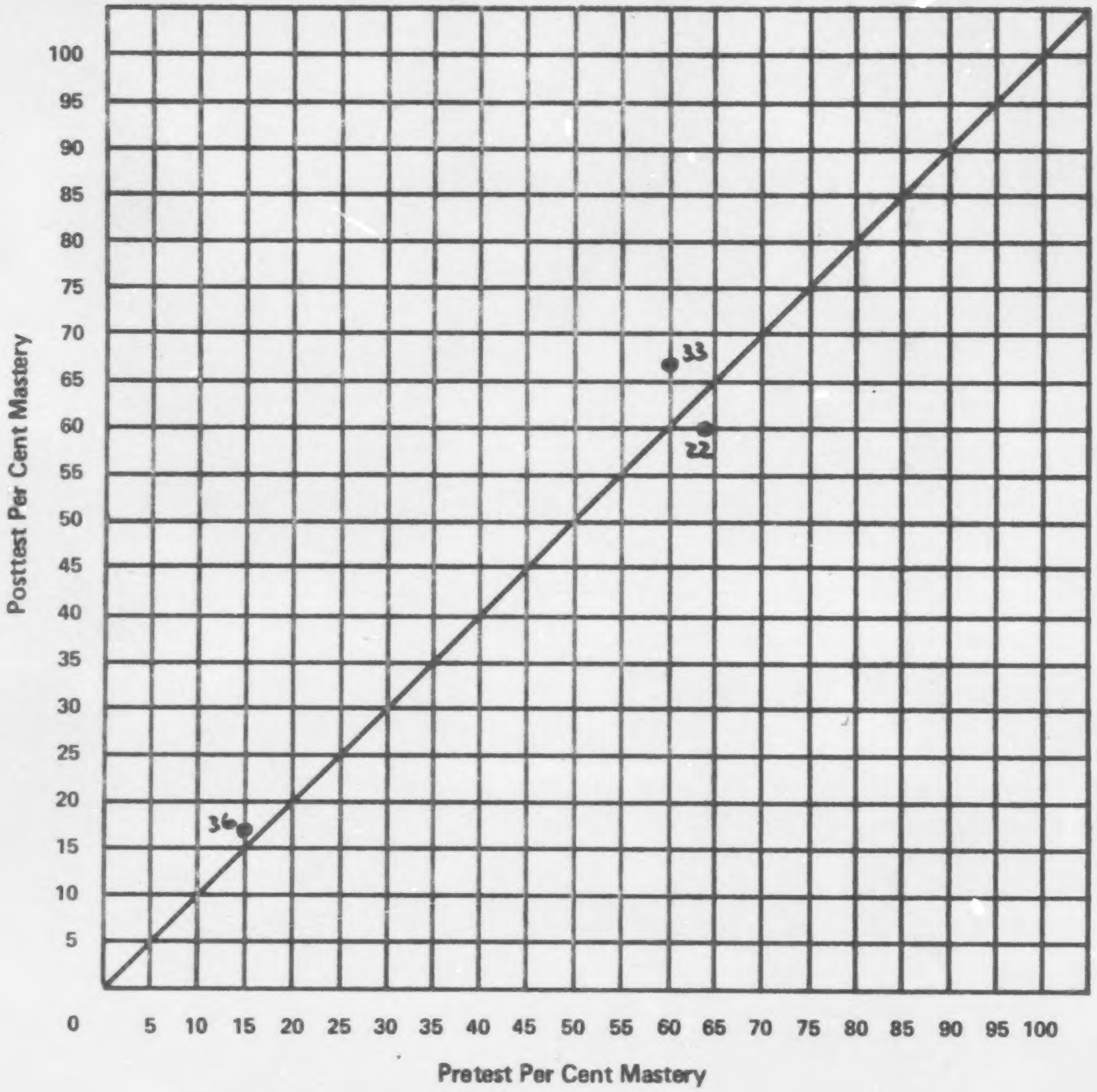


SCATTER PLOT

PRETEST AND POSTTEST PERCENT OF MASTERY BY GRADE LEVEL AND SKILL AREA

Grade 8
PRI Level Orange

CURRICULAR AREA Language



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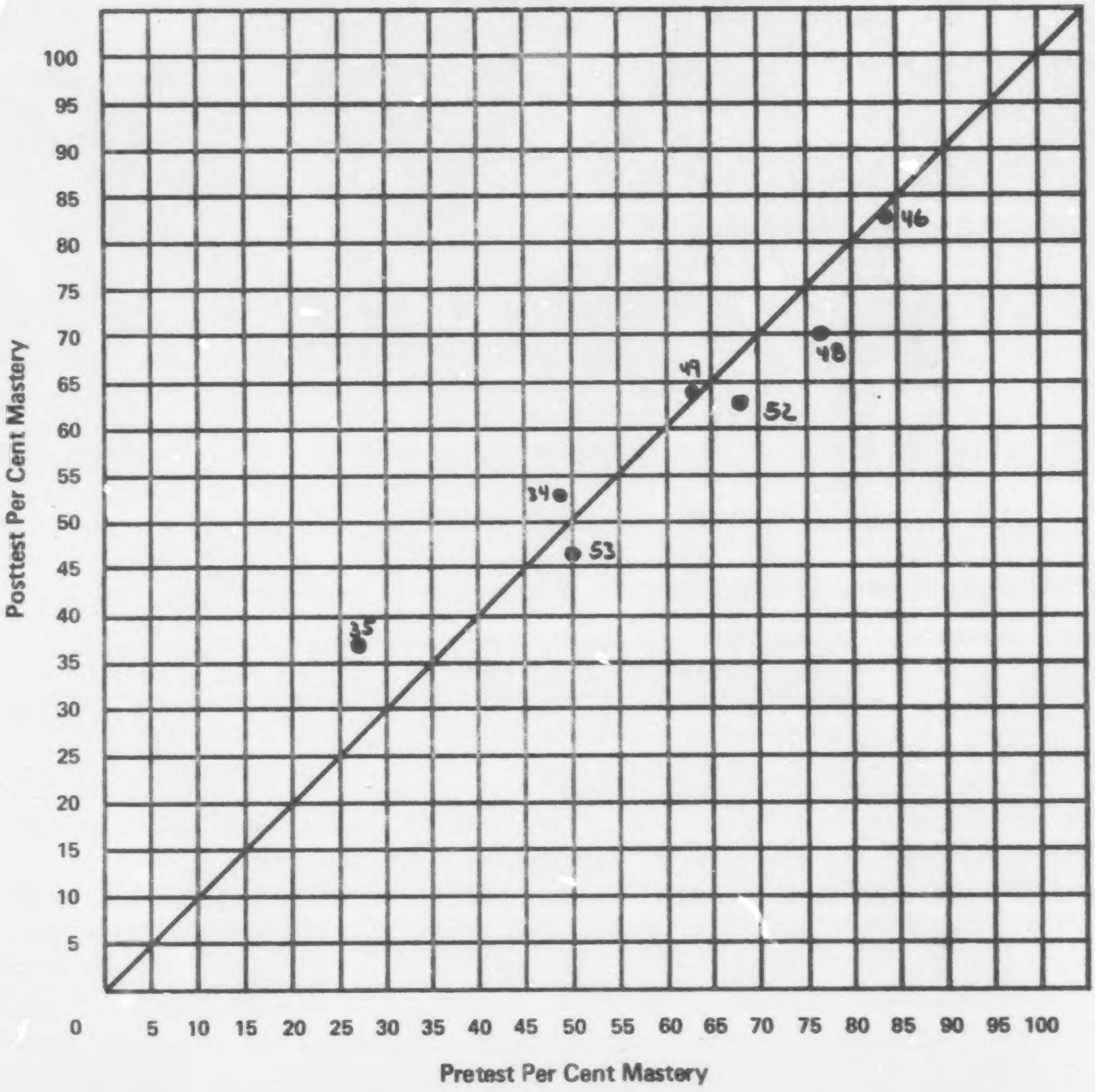
SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 8
PRI Level Orange

CURRICULAR AREA Vocabulary



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SCATTER PLOT

PRETEST AND POSTTEST PERCENT
OF MASTERY BY GRADE LEVEL AND
SKILL AREA

Grade 8
PRI Level Orange

CURRICULAR AREA Comprehension